Promoting the social inclusion and academic progress of Gypsy, Roma and Traveller children: A secondary school case study

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ABSTRACT

The aim of this study was to identify effective support strategies used to promote the social inclusion and academic progress of key stage three and four Gypsy, Roma and Traveller (GRT) pupils in a mainstream secondary school. The study used an interpretivist approach, incorporating an embedded single case study with several participant groups, namely GRT pupils, GRT parents, school staff and supporting professionals. The data was collected using semi structure interviews, focus groups and questionnaires and it was analysed using pattern matching and explanation building. The research design, data collection and data analysis were guided by theoretical propositions developed from the existing research in this field. The findings of this study identified that focused staff support from a GRT teaching assistant and class teachers had the most significant influence on the promotion of both social inclusion and academic progress. In addition, social inclusion was promoted through a positive inclusion school ethos, providing clear and consistent links to the GRT community and receiving input from a range of supporting professionals. Academic progress was encouraged through the use of: appropriate teaching and learning strategies which included incorporating GRT culture into the curriculum; having clear leadership and guidance from the Senior Management Team; school policies; and additional support to access the school. Therefore, the study identified one consistent strategy to promote both the social inclusion and the academic progress of GRT pupils, and several additional strategies to address each of these areas.

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ACRONYMS

AEP	Association of Educational Psychologists
AHT	Assistant Head Teacher
BERA	British Educational Research Association
BPS	British Psychological Society
CAF	Common Assessment Framework
CWDC	Children's Workforce Development Council
CT	Class Teacher
CVA	Contextual Value Added
DCSF	Department for Children Schools and Families
DfE	Department for Education
DfEE	Department of Education and Employment
DfES	Department for Education and Skills
EAL	English as an Additional Language
EHE	Elective Home Education
EOS	Education out of School
EP	Educational Psychologist
EPS	Educational Psychology Service
EWS	Education Welfare Service
EWO	Education Welfare Officer
GCSE	General Certificate of Secondary Education
GRT	Gypsy, Roma and Traveller
GRT TA	Gypsy, Roma and Traveller Teaching Assistant
GTRAP	Gypsy Traveller Roma Achievement Programme
HPC	Health Professions Council

HT	Head Teacher
ICT	Information and Communication Technology
LA	Local Authority
NFER	National Foundation for Educational Research
NATT	National Association for Teachers of Travellers
Ofsted	Office for Standards in Education
PCSO	Police Community Support Officer
RA	Research Assistant
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SMT	Senior Management Team
TA	Teaching Assistant
TESS	Traveller Education Support Service
TT	Traveller Time
USA	United States of America

CHAPTER ONE: INTRODUCTION

Overview of chapter

The aim of the present study was to identify effective support strategies used to promote social inclusion and academic progress of key stage three and four Gypsy, Roma and Traveller (GRT) pupils in a mainstream secondary school.

This chapter begins by highlighting why research with GRT pupils is important, and provides the national and Local Authority (LA) context for the present study. This is followed by an overview of my perspective which led to the development of the present study and a summary of how the work contributes to current research knowledge. This chapter ends with a presentation of the research aims and questions, and an overview of the entire thesis.

Why is research with Gypsy, Roma and Traveller (GRT) pupils important?

For 500 years GRT communities have experienced hostility (Hawes and Perez, 1996) and disadvantage in the education system. National data relating to academic attainment reported by the Department for Education (DfE) (2011) shows that GRT pupils are making some progress, but that the gap between GRT pupils and non-GRT pupils is still significant (DfE, 2011). Although there has been a slight increase to the attainment of GRT pupils over the past five years (DfE, 2011), as well as incremental developments in educational policy over the last forty years (Derrington and Kendall, 2007) (discussed in depth in Chapter Two), it is clear from the data (DfE, 2011) that

GRT pupils remain vulnerable within the education system. GRT pupils have a history of barriers to school attendance and academic progress. Data relating to the attainment of GRT pupils and the main potential barriers to learning (which focus on the school context, living arrangements and family situations) are discussed in Chapter Two. The impact of these barriers in relation to academic progress and social inclusion is summarised below.

Academic progress

Barriers to academic progress have resulted in GRT pupils having the lowest results (notably for literacy and numeracy) of any ethnic minority group. The gap widens between them and their non GRT peers (Foster and Horton, 2005) particularly in GCSE results at key stage four (DfE, 2011). This makes them the most at risk group in the education system (Department for Education and Skills (DfES), 2003; Office for Standards in Education (Ofsted), 2003; DfE, 2011) with regard to academic progress.

Social inclusion

Barriers to a social inclusion in school have resulted in GRT pupils remaining on the periphery of the education system (Ofsted, 2003) and not having their voice (or their parents' voice) heard within schools. They have dis-proportionately high level of school exclusion – they are four times more likely to be excluded than non-GRT pupils (DfES, 2006). At school GRT pupils often experience racist bullying (Ofsted, 1996; Ofsted, 1999; Lloyd and Stead, 2001) and display behaviours such as withdrawal, refusal to co-operate, and disruption (Kiddle, 1999). These can be misinterpreted due to a lack of teacher understanding of GRT culture (Kiddle, 1999).

Summary

Any school in any LA may have GRT pupils on roll. It is the responsibility of everyone within these settings to support GRT pupils to ensure educational progress and social inclusion. It is the statutory duty of those working within the education system to help address these barriers and provide GRT children (who are of compulsory school age, 5 – 16 years) with an education appropriate to their age and abilities, promoting their academic attainment and social inclusion (DCSF, 2009).

Context of study: The need to identify good practice in secondary schools

National context

The issue of GRT pupils' attendance and attainment, especially in secondary schools, has been consistently raised since the 1960s (DfES, 1967; DfES, 1985; Ofsted, 1996; 1999; Department for Children, Schools and Families (DCSF), 2009c). Yet many secondary schools still do not successfully meet the needs of GRT pupils (Derrington and Kendall, 2007) and, to date, there are no statutory procedures specifically for supporting GRT pupils in school settings. Therefore, identifying existing successful practice provides a useful guide to the successful education of GRT pupils and it is vital to learn from the minority of schools that do support GRT pupils successfully. In the absence of extensive published effective strategies used in secondary schools, some learning can be taken from primary school settings (Derrington and Kendall, 2007), although due to the differences in primary and secondary settings, generalisations should be made with caution.

The following points highlight current concerns associated with the secondary education of GRT pupils:

- Secondary school aged GRT pupils are most vulnerable (DfES, 2003; Ofsted, 2003; Derrington and Kendall, 2004), with an estimated 12,000 secondary school aged GRT children not attending school (Ofsted, 2003).
- Fifty-three precent of secondary age GRT pupils are not registered with a school (Ofsted (2003). Of those who are registered, a large proportion leave before the age of 16 years (Derrington and Kendall (2007).
- Many GRT families only value education up to the end of primary school age, resulting in low attendance at secondary age (Witt, 2000).
- Many secondary age pupils are discouraged from secondary education by their parents due to an expectation that they take domestic responsibilities or generate income (Derrington and Kendall, 2004), especially boys (Blaney, 2005).
- Some GRT parents perceive secondary education as impeding their children's maturity (Green and Stokoe, 2005).
- Clashes between exam periods and travel patterns often prevent GRT children from taking exams (Green and Stokoe, 2005).
- Schools where GRT pupils are accepted are limited (Levison, 2008).
- GRT pupils can find it hard to assert their identities in secondary schools. This is because they are a minority. This may leave them feeling isolated, vulnerable, and as if their culture is not respected (Kiddle, 1999).
- The distinct nature of GRT culture is often interpreted as disruptive, and time is not taken to understand or explore GRT perspectives (Kiddle, 1999).

- Secondary school places are usually applied for in the October of year six. At this time of year, GRT families are often travelling between residences and, as a result, they miss the opportunity to register (Kiddle, 1999).
- Many GRT parents perceive school as not meeting their children's needs. For example, not developing the appropriate skills for working in their family businesses (Clark, 2006a).
- Whilst GRT pupils' attainment has slightly improved since 2006, the gap between GRT pupils and non-GRT pupils remains. GRT pupils are still the lowest performing ethnic group in terms of attaining five or more A* - C GCSE grades (DfE, 2011) (this is discussed further in Chapter Two).

Some secondary schools are improving practice to support GRT pupils, but it is by no means the norm in all schools (O'Hanlon and Holmes, 2004). Research shows that, when given the right opportunity and environment, GRT pupils are just as successful as other children (DCSF, 2009). Therefore, it is absolutely essential that educational settings support GRT pupils effectively and for research examining good practice to be carried out. It could be argued that research relating to the support of GRT pupils' education is of national importance (Tyler, 2005). Several key national organisations, such as Ofsted and the DCSF, promote the use of effective practice for GRT pupils through guidelines including 'Provision and Support for Traveller Children' (Ofsted, 2003), 'Aiming High: Raising the Achievement of Gypsy Traveller Children - A Guide to Good Practice' (DfES (2003) and 'Moving Forward Together: Raising Gypsy, Roma and Traveller Achievement' (DCSF, 2009). Yet despite such publications and guidance, the attainment of GRT pupils, both boys and girls, remains well below the national average (DfE, 2010; DfE, 2011). Government changes are

resulting in the reduction of resources which previously supported GRT pupils. These include the 'Home Access Scheme', 'The Gypsy Traveller Roma Achievement Programme' (GTRAP) and funding for 'GRT History month' (Foster and Brindley, 2011). Therefore, it will become increasingly important to monitor the progress of GRT pupils.

LA context: Statistics relating to GRT families

Data from the end of the academic year 2009/10 was used. This was the most recent data when the present study began in September of the academic year 2010/11. Data relating to school aged pupils in the LA in question were dated August 2010 and produced by the Traveller Education Support Service (TESS, 2010).

This data shows that there were a high number of GRT pupils on school rolls in the LA: 144 GRTs were identified as Traveller of Irish Heritage and Gypsy/Roma and 230 GRT pupils were from other GRT ethnic groups. A further twenty-one GRT pupils were in elective home education and two GRT pupils were known to be in education out of school (such as farm settings). There were 139 GRT pupils who did not ascribe to either the Gypsy/Roma, or Traveller of Irish Heritage Ethnic categories (i.e. they were from other GRT backgrounds, such as New Travellers and Fairground families).

Triangulated data collection methods help to ascertain accuracy within the LA, and they also show the number of adult GRTs. For example, the Gypsy and Traveller Accommodation Assessment (GTAA) identified that in the LA there were 219 adult and 365 GRT children living on unauthorised developments, and 308 adults and 216

children living on authorised LA and private sites (TESS, 2010a). Therefore, at the time of the data collection the estimated number of GRT children in the LA was 580. This figure is higher than the school-based data because it includes children from birth to eighteen years, so those younger or older than statutory school age.

Due to the lack of accuracy of the data the statistics represent the minimum number of pupils. The reasons for which school-based data within the LA cannot be completely accurate are shown below:

- The ethnicity of 422 pupils was not obtained for unspecified reasons.
- Families of a further 592 pupils did not declare their ethnicity.
- GRT ascription for school census is low - encouraging ascription would improve the accuracy of the data.
- School census GRT ascription only recognises pupils whose family background is that of Traveller of Irish Heritage or Gypsy Roma. Therefore other GRT backgrounds, such as New Travellers and Fairground families may not be included in the statistics.
- The statistics only include pupils who are known to the LA. There are likely to be many more children, such as those who are in elective home education and pre-school aged, who are not included in the statistics.
- The data may not account for some children due to high levels of mobility in the LA, resulting from, for example, lack of accommodation, frequent evictions from unauthorised sites, seeking work, seasonal work, and negativity from the non GRT community (Kiddle, 1999).

LA context: Statistics relating to academic attainment of GRT pupils

The academic attainment of key stage two, three and four (2009/10) GRT pupils in the LA are summarised in the tables below. Again, data from the end of this year was used because this was the most recent when the present study began in September of the academic year 2010/11.

Table One: Number of pupils who achieved level four or above at key stage two (2009/10) in the LA of the present study (TESS, 2010)

	English	**Maths**	**Science**
GRT	46%	46%	46%
All other pupils	80%	88%	79%

Table Two: Number of pupils who achieved level five or above at key stage three (2009/10) in the LA of the present study (TESS, 2010)

	English	**Maths**	**Science**
GRT	45%	50%	42%
All other pupils	79%	80%	82%

Table Three: Number of pupils who achieved five or more GCSE grades A- C (2009/10) in the LA of the present study (TESS, 2010)*

	% achieving 5 A*-C GCSEs	% achieving 5 A*-C GCSEs inc. Eng & Math
GRT	18.2%	0.0%
All other pupils	68.3%	48.8%

My perspective

The above data demonstrated that there are significant numbers of GRT pupils in schools within the LA, and that the majority of them are achieving below the national average across all key stages, with the lowest results evident in secondary schools. The combination of secondary school data for the LA, the national GCSE data (DfE, 2011) (shown in Chapter Two), the findings of previous research (discussed in Chapter Two) and anecdotal evidence of GRTs' negative experiences of the education system resulted in an interest in exploring this issue further. I hoped that the identification of school-based strategies, which effectively promoted academic progress and social inclusion of GRT pupils, could be used to enhance the educational experiences of GRT pupils.

It was my intention that this could help to inform local educational policies and practices which would support academic progress and social inclusion of GRT pupils in the LA. For example, the findings were intended to be delivered as a training package to schools across the LA in order to promote the full inclusion of GRT

pupils. This was agreed by the Principle Educational Psychologist, in collaboration with the TESS. I hoped that by sharing effective practice and providing accurate information, discrimination against GRT pupils could be minimised (McDonald and Thompson, 1999) and academic progress and social inclusion of GRT pupils could be maximised.

The contribution of the present study to current research knowledge

Since the Plowden Report (DfES, 1967) (outlined later in this chapter), research has highlighted the educational needs of GRT pupils. However, early findings relating to GRT pupils were often marginal to the main focus of the research (Bhopal, Gundara, Jones and Owen, 2000). This has improved in the past ten years with an increase in publications specifically referring to barriers to the education of GRT pupils, and less frequently, strategies which can specifically support the educational progress of GRT pupils. However, much of this research refers to primary aged GRT pupils. There is limited research focusing on secondary aged GRT pupils. As this latter group are identified as being most at risk of leaving, or not succeeding within, the education system (Ofsted, 2003; DfE, 2011) this gap in research needs to be addressed. In addition, the literature review (Chapter Two) showed that much of the existing research focuses on academic progress of GRT pupils and limited attention has been given to the social inclusion of GRT pupils. This is why the present study aimed to address these gaps by identifying specific strategies which have been used successfully in a secondary school to support the social inclusion and academic progress of key stage three and four GRT pupils.

The present study built upon the existing knowledge of effective support strategies for secondary aged GRT pupils using previous theories of authors such as: Robinson and Martin (2008), Robinson, Martin, Haines, Kinder, Wilkin and Derrington (2008), Bhopal et al (2000), Wilkin, Derrington, Foster, White and Martin (2009), Danaher, Coombes and Kiddle (2007), Derrington and Kendall (2007), O'Hanlon and Holmes (2004) and Marks (2006) (discussed in Chapter Two). This existing research formed the theoretical propositions (discussed in Chapter Two) which acted as a template to compare findings (Yin, 2008). It also allowed me to develop new theories with regard to improving school support for GRT pupils.

The present study shows unique and new information about how key stage three and four GRT pupils were supported in the case study school in terms of being socially included and making academic progress. I believed that this contribution would be valued because most existing research focuses on primary schools and on barriers to success, rather than identifying strategies for the successful education and inclusion of GRT pupils.

In addition, the present study gained the views of the GRT community, which was limited in existing research due to, for example, a reluctance to engage with research or distrust of perceived authority figures (discussed in Chapter Two). This was achieved in the present study as result of school staff having strong links with local GRT families.

Summary of research aims and research questions

This research examined how a secondary school supported the needs of GRT pupils in order to promote social inclusion and academic progress. The GRT pupils in the case study school had remained there for at least six months. Therefore, the focus of the study was how the school has maintained school access, not how they promoted initial access to school. The research design ensured that the case study school was explored from various perspectives (namely, GRT parents', GRT pupils', supporting professionals' and staff perspectives). This ensured that detailed and valid findings about the strategies used in the setting were identified (these issues are discussed in Chapter Three). The research aims and research questions are shown below.

Research aim: The aim of the research was to identify effective support strategies used to ensure social inclusion and academic progress of GRT pupils.

Substantive aim: To determine factors which enhance effectiveness of school practice relating to GRT pupils in the case study school setting.

Theoretical aim: To use theoretical propositions (based on the findings of several researchers) to ascertain if these theories are confirmed or refuted and to identify new theories.

Methodological aim: To use case study methodology to gain a detailed, valid and authentic insight into the strategies used in the school setting to promote the social inclusion and academic progress of GRT pupils.

Research questions: The following two research questions were explored:

1. How does the school promote the social inclusion of GRT pupils?
2. How does the school promote the academic progress of GRT pupils?

These research questions were addressed by gaining the views of school staff, supporting professionals, GRT children and GRT parents. Interviews, focus groups and questionnaires were used as data gathering tools.

Overview of the thesis

The remainder of this thesis will include chapters outlined below.

Chapter Two – literature review: This chapter is divided into two parts. Part one defines key terminology relating to the present study, provides contextual information with regard to GRT communities and outlines current research relating to inclusion in secondary schools. Part two critically analyses existing research which address the needs of GRT pupils and concludes with a presentation of the theoretical propositions which guided the present study.

Chapter Three – research design: This chapter presents the research aims and research questions of the present study. A discussion relating to the interpretivist paradigm and case study methodology illustrates why these approaches were used. Data collection and analysis methods are discussed. Issues relating to ethical consideration, the pilot study and enhancing validity and reliability are also discussed. This chapter concludes with an overview of the planned dissemination of results.

Chapter Four – presentation of findings: This chapter presents the findings of the present study in relation to both research questions. The findings are presented in two parts: inductive and deductive analysis.

Chapter Five – discussion of findings: This chapter presents a discussion about the findings in relation to each of the research questions, making links to literature and theory introduced in Chapter Two.

Chapter Six – conclusions and recommendations: This chapter highlights the contribution that the present study has made to the understanding of strategies used in school to support GRT pupils in terms of promoting social inclusion and academic progress. It also provides an evaluation of the present study and makes recommendations for using the findings and for future research.

Appendices – Information to support points in the main text are documented in the appendices.

CHAPTER TWO (PART ONE): LITERATURE REVIEW

Overview of chapter

This chapter begins by defining key terminology used throughout the paper, namely, 'GRTs', 'social inclusion' and 'academic progress'. This is followed by a discussion about inclusion in secondary schools. After this, in order to provide context for the present study, an overview of historical research is presented. This leads to a discussion of the current context for GRT pupils and identification of the needs of GRT pupils. This chapter concludes with a theoretical strand that I have developed in relation to GRT pupils.

Terminology

Gypsy, Roma and Travellers (GRTs)

The generic term 'Traveller' encompasses a range of different groups. In the United Kingdom (UK) and Ireland there are four main ethnic groups within the GRT communities. These are: Romani Gypsies (the largest group), Welsh Gypsy Travellers, Scottish Gypsy Travellers and Travellers of Irish Heritage. Other 'Traveller' groups include: Show people, Fairground families, Circus families, Bargee families (occupational boat dwellers) and New Travellers. GRTs may also be asylum seekers from overseas (Kiddle, 1999). Romani Gypsies were recognised as an ethnic group by the Race Relations Act (1976), and Travellers of Irish Heritage were included in the Race Relations (Amended) Act (2000).

It is vital to remember that GRTs are not a homogenous group (Parekh, 2000). Given the diversity, it is difficult to offer a description that covers the multiplicity of groups and their different points of view (Liegeois, 1986; Kiddle, 1999). Each of these groups has varying origins, history and culture, but they all have a travelling lifestyle to varying degrees (Murdoch and Johnson, 2007). It is important to note that some members of the GRT community choose not to live in caravans or to travel between geographical locations, opting for housing instead. Regardless of their choice of home, they remain part of this GRT community (Bhopal and Myers, 2008). The GRT participants in the present study identified themselves as Romani Gypsies. Their family circumstances are discussed further in Chapter Three.

Each community and individual GRT has a preferred title for their ethnic group and lifestyle. For example, in the UK some Travellers use the term 'Gypsy', whilst others perceive it to have negative connotations (Clark, 2006). Fairground families often opt to use the term 'Showmen'(DfES, 2003) and in Eastern and Central Europe the term 'Roma' is generally preferred (DfES, 2003) .Therefore, when working with GRTs, it is important to understand each individual's or communities' preferred terminology.

I acknowledge the social and political construction of race (Parekh, 2000) and it is recognised that there is a continuing evolution of terminology used to describe people within the GRT community (Bhopal et al, 2000). However, discussing the various terminologies relating to GRTs and how these are used is beyond the context of this study, and, therefore, cannot be discussed in depth. For the purposes of the present study, the term Gypsy, Roma and Traveller (GRT) will be used to refer to all

Traveller groups and all GRT participants in the study. This decision was made based on the following two factors:

1. After discussions with school staff and TESS (who both have a clear understanding of the community with whom the research was undertaken) and the GRT families themselves, it was clear that this reflected the preferred language of the GRT families who were participating.
2. This terminology provides consistency with recent DCSF publications such as 'Moving Forward Together: Raising Gypsy, Roma and Traveller Achievement' (DCSF, 2009).

Social inclusion and academic progress

Having clear definitions of the concepts of 'social inclusion' and 'academic progress' was vital to ensure that the terms were understood by participants. Definitions were needed to ensure that all participants were discussing the same issues and that data were coded accurately at the analysis stage. The two definitions are discussed in turn in the following section.

Social inclusion: The notion of social inclusion is complex and its true meaning is in danger of becoming lost within Government guidance and professional documents. Social inclusion is more specific than the more fluid notion of 'inclusion' (Ainscow, Booth and Dyson, 2006). It does not just refer to a formal inclusion whereby schools have met their legal duty and pupils are on roll in a school (Wills, 2006). There is no single definition of social inclusion (Ainscow et al, 2006) which means it is difficult

to gain consensus about a valid definition of the term. However, literature suggests that inclusion includes factors which are outlined below:

- Preventing the discrimination, disadvantage, and exclusion of all pupils, especially those from vulnerable groups such as GRT pupils (Ainscow et al, 2006).
- Showing concern and respect for each member of the school (Weiner, 2003).
- An acceptance of pupils regardless of their background (Ivatts, 2005; Tyler, 2005a).
- Pupils truly feeling that they belong in the setting and that they are comfortable and welcome there (Tyler, 2005a).
- Ensuring that pupils do not experience prejudice and discrimination at any time in their school experience (Ivatts, 2005).
- Not having terms and conditions whereby a pupil can be included as long as they abide by particular rules (Ivatts, 2005).
- Implementation of positive policies outside of the classroom as well as within it (Tyler, 2005a).
- The assumption that all children have the capacity to learn and develop (Weiner, 2003).
- Having a flexible approach to teaching, accessing the curriculum (Tyler, 2005a; Blaney, 2005) and home-school links (Jefford and Stockdale, 2005).
- Pupils knowing that teachers are aware of, and understand, their background and culture (Jefford and Stockdale, 2005; Blaney, 2005).
- Pupils feeling safe and welcome immediately (Richardson and Miles, 2004).
- Pupils not feeling at all isolated (Ainscow et al, 2006).

- Recognition, respect, and supported development of all cultural and personal identities (Richardson and Wood, 2000).
- Delivery of an inclusive curriculum (Richardson and Wood, 2000).
- Respecting those who do not wish to be included (Ivatts, 2005).
- Having on-going processes which results in a school continually changing and adapting (Ainscow et al, 2006).
- Increasing a school's capacity to respond to diversity (Ainscow et al, 2006).

It is clear that 'social inclusion' is a complex concept which incorporates many factors. There is no single perspective of social inclusion within individual schools. Despite this complexity, it was essential to have a clear definition in order to allow participants to express valid views about how the school contributed to achieving a high level of social inclusion. Therefore, to give coherence to the research, 'social inclusion' was defined succinctly for participants as 'how welcome, happy and included a child feels in school'. This definition was developed because it reflected aspects of social inclusion which were most important and relevant to GRT families. It is acknowledged that using a succinct definition raises some issues relating to validity. These are addressed in Chapter Three.

Academic progress: The department for Education (DfE) (2010a) suggests that age and prior attainment provide an objective basis for ascertaining progress. Therefore, assessing academic progress involves understanding how much progress a pupil has made with their learning. It means using pupils' previous learning as a baseline and measuring individual progress over time. It also involves ascertaining how the barriers to learning have been identified, minimised or removed (DfE, 2010) in order to close

attainment gaps (DCSF, 2009d). Therefore, within this research, academic progress refers to children making progress from the level at which they are working. It does not refer to progress that leads to pupils achieving at an age-expected level.

In the case study school, academic progress was measured using three methods of school-based records, namely: General Certificate of Secondary Education (GCSE) results for key stage four pupils, teacher assessments and Contextual Value Added (CVA) data which measures progress, taking into account factors such as pupil mobility and deprivation. This combination of data were used because GCSE results gave information about pupil attainment using national criteria and, in contrast, the CVA data provided subjective information about progress taking into account contextual factors. Therefore, in combination the data provided a clear picture of GRT pupils' overall progress. Key stage three data were not used because schools are not obliged to provide the DfE with this data (DfE, 2011). GCSE data from the case study school, and the process for identifying the case study school, are discussed further in Chapter Three.

For this research it was necessary to have a clear definition in order to allow participants to express valid views about how pupils were supported to make progress. Consequently, for the purposes of this research 'academic progress' was defined succinctly for participants as 'how a child is progressing with their school work' based on school records of attainment. Again it is acknowledged that using a succinct definition raises some issues relating to validity. These are addressed in Chapter Three.

Inclusion: Inclusive practice in secondary schools

The purpose of this section is to succinctly develop a picture of inclusive practices in secondary schools which contribute to pupils being socially included as well as making academic progress. This section focuses on inclusion in secondary schools because the focus of the present study was a secondary school. This section aims to give context for the research which explored strategies used in an inclusive school, rather than provide a full critical analysis of inclusive practice in secondary schools. Research relating to the issue of inclusion in secondary schools is summarised, with specific reference to GRT pupils where relevant. Later in this chapter, key literature is critically analysed.

Inclusion of all pupils in schools in the UK has been high on the Government's agenda since the late 1990s (Norwich, 2002; Ainsocw, Farrell, Tweedle, and Malki, 1999). This interest has continued since and is evidenced in a number of publications and guidance such as 'Inclusive Schooling' (DfES, 2001), 'Removing the Barriers to Learning' (DfES, 2004a) and 'Every Child Matters' (DfES 2004b). These documents, amongst others, aimed to ensure that schools and LAs were implementing inclusive practices for all pupils, especially those with Special Educational Needs (SEN) and children who are at risk of becoming disadvantaged in the school setting or in the community environment (which includes GRT pupils). Currently the Government is considering reforming the system of assessment and support for children with additional needs (DfE, 2011a). Some research publications have identified effective strategies which promote inclusive practice in schools, although there are limited

publications which focus on inclusion in secondary schools (Mastropieri and Scruggs, 2001).

Literature search

The literature search was systematic and used the theoretical propositions (outlined later in the chapter) as a guide. These search terms were used to search all databases available at the University of Birmingham. The aim of the literature search was to: identify all relevant research, select appropriate research for inclusion in the present study, critically evaluate the selected publications, synthesise all of the research findings in an unbiased way, and interpret the findings to present a balanced and impartial summary to provide context for the present study.

To identify relevant research, the following search terms were used in the combinations shown or individually, as shown in the table below. General terms were combined with each of the themes.

Table Four: Search terms used for inclusion focussed literature review

Themes from theoretical propositions	**Search terms**
General terms	Secondary school, inclusion policy, school inclusion, key stage three, key stage four, social inclusion, classroom, school, pupils, student, inclusive strategies, involvement, success, promoting inclusion, social inclusion, academic progress.
School access	Extra curricular activities, after school clubs.

School ethos	Ethos, positive discrimination.
Support networks	Parents, education, involvement, achievement, attainment, classroom, education progress, role of parent, school involvement, child involvement, peer support, peer tutoring.
Focussed staff support, teaching and learning	Academic progress, classroom, successes, school, academic progress, social inclusion, classroom involvement, secondary, school strategies.
Leadership, policy and procedure	Inclusion policies, Head Teachers, senior management team, academic success, school policies, social inclusion.
Multi-agency support	Multi-agency, inter-agency joint working.
Links with communities	Community links to school.
Communication	Communication in schools.

Literature included in the review was selected for discussion for the reasons outlined below:

- It focuses on general inclusive practice unrelated to specific groups. Therefore, any literature which focuses on a specific group (other than GRT pupils), such as children with SEN, children with English as an Additional Language (EAL), or children in care, were not included in this paper because

information relating to specific groups of pupils may not be relevant to GRT pupils.

- It was published within the last decade. Therefore, any literature published prior to the year 2000 will not be discussed in this section. This is because much key Government guidance has been issued since this date, and therefore, research pre-dating this is not likely to have relevance to the education system at the time of the present study.
- It has a secondary school focus. Research which refers only to primary school settings will not be discussed because the present study focuses on a secondary school setting.

Literature which covers inclusion is presented in the following section in three areas: school support, LA support and community support.

School-based support

The role of school staff

Teachers: Linnenbrink and Pintrich (2002) identify ways in which teachers can enhance the learning environment in order to promote inclusion and academic success. For example, by: helping pupils to develop intrinsic motivation through praise; setting them achievement goals; ensuring engagement with school; providing an appropriate curriculum (Mastropieri and Scruggs, 2001); and giving constructive feedback (Higgins, Kototsaki and Coe 2011). Similarly, Doveston and Keenaghan (2006) examined how dynamics within classrooms can impact on social inclusion and learning. The following factors were included in practices identified as promoting

social inclusion and academic progress: ensuring that the classroom is a safe place for pupils to contribute; ensuring there are opportunities for pupils to be consulted; praise, acknowledgement and celebration of pupils' achievements; and careful use of public feedback. Social inclusion also involves teachers recognising when there is a need to offer specific support for particular pupils, either groups or individuals, which may or may not benefit the rest of the school population (Norwich, 2002).

Specifically in relation to GRT pupils, high expectations expressed by staff are central to helping promote pupil success (Kiddle, 1999; Derrington and Kendal, 2007). Positive relationships between GRT pupils and teachers can contribute to more regular pupil attendance (Derrington and Kendall, 2004). In addition, teachers have a role in ensuring that the curriculum remains relevant for GRT pupils (Warrington and Peck, 2005). However, teachers cannot be expected to achieve these goals in isolation, instead they require the support of the school's Senior Management Team (SMT).

SMT and professional development: In order to offer the support needed to ensure social inclusion and academic progress, teachers need to recognise the value of: training opportunities (Moni, Jobling, Kraayenoord, Elkins, Miller and Kopperhaven, 2007), joint working, research about evidence-based practice, reflection (Weiner, 2003), and co-teaching (Mastropieri and Scruggs, 2001). Senior managers in schools, such as Head Teachers (HTs) and Assistant Head Teachers (AHT), have a role to play in supporting staff to receive training opportunities and staff development, as well as taking responsibility for whole-school planning to ensure that understanding diversity and inclusion are high on school staff's agenda (Devine and Kelly, 2006). HTs and

SMTs have a key role in promoting a positive school ethos (Bhopal et al, 2006) (discussed in the next section).

The DCSF (2009d) identified ways in which teachers and SMTs can promote the learning of GRT pupils. The issue of language was identified, with teachers having a role in ensuring that school-specific language is understood by GRT pupils who have had limited previous schooling. Similarly, teachers have a role in ensuring that school rules and conventions are properly understood by GRT pupils to help them feel included in the setting. In addition, teacher assessment is essential and must be undertaken in a way which is appropriate to the child, which can inform individual and personalised provision for pupils. Finally, teachers and the SMTs have a role in ensuring that, where appropriate, GRT culture can be drawn upon in the classroom (DCSF, 2009d).

School ethos

School ethos is a complex concept and various definitions of the term exist. The definition of 'ethos' used in the present study is a school approach which offers holistic care and value for the individual (Wilkin, Derrington and Foster, 2009).

School ethos can promote valuing and respecting people from all cultural, ethnic and religious background (Kidscape, 2001). A positive ethos can be achieved in a number of ways. For example, by: rewarding pupils publically for positive behaviour (Kidscape, 2004); providing consistent messages (Oliver and Candappa, 2003) about

what to expect from staff; involving pupils in decisions (Oliver and Candappa, 2003) so that their voice's are heard; having an effective working inclusion policy (Lee, 2004); developing a non-competitive atmosphere (Stephenson and Smith, 1992); and developing the pupils' feeling of 'school connectedness' (McNeeley, Nonnemaker, Blum, 2002). The creation of a positive, accepting classroom environment leads to an inclusive school (Mastropieri and Scruggs, 2001).

Cultural awareness of GRTs can help teachers understand the influences on GRT pupils' learning. It can also change teachers' own perceptions of GRT pupils as being 'different' from other pupils (Reynolds, McCarten and Knipe, 2003). For GRT families, factors which help create a positive ethos include:

- an environment where GRT parents feel that they can approach staff (DCSF, 2009d);
- a culturally inclusive curriculum (DCSF, 2009d);
- an environment which reflects diversity and acceptance through use of displays and culturally-specific books (DCSF, 2009d);
- a HT who leads positive initiatives (DCSF, 2009c);
- encouraging GRT children to make friends at school through, for example, 'Social and Emotional Aspects of Learning' (DfES, 2005) materials;
- celebration of GRT identity (DCSF, 2009d);
- data to monitor GRT pupils' progress (Ofsted, 2003);

- adapting the curriculum to celebrate diversity (Ofsted, 2003); and
- accepting responsibility for the needs of GRT pupils despite negative attitudes of the non GRT community (Ofsted, 2003).

School access

Teachers can offer alterative opportunities to access school so that learning is not solely classroom-based (Mannion, 2003), such as school trips and after school clubs. Derrington and Kendall (2004) identified a link between extra-curricular activities and attendance at school. An explanation for this is likely to be a developed sense of belonging and connection to school as a result of additional time spent with peers and staff.

Despite this strong link, GRT pupils have limited involvement in extra-curricular activities (Ofsted, 1999). The DCSF (2009d) identify the importance of distance learning for GRT pupils when families are mobile. This can help pupils remain connected to the school, even when they cannot attend for a period of time. It continues interactions between pupils, teachers and the curriculum. Therefore, a flexible approach to school access is essential for GRT pupils (Padfield, 2005). This is an area which has limited research in relation to GRT pupils, and more would be beneficial.

Peer support

Peer support helps develop an inclusive school environment (Higgins et al, 2011). Peers can support learning through processes such as: group learning processes, peer mediation (Mastropieri and Scruggs, 2001), peer collaboration (Fawcett and Garton, 2005), and peer tutoring (McKinstery and Topping, 2003), which can develop academic skills as well as increase interactions with peers. The latter two approaches will now be briefly discussed.

Peer collaboration: This involves children working together to complete a single task, which has a shared meaning, and drawing conclusions as a group (Fawcett and Garton, 2005). It helps pupils to learn to co-operate, (Fawcett and Garton, 2005) and developing cognitive functioning, even for older students (Golbeck and Singara, 2000). Peer collaboration leads to higher performances than individual work does, particularly with minority groups (Samaha and Delisi, 2000). However, peer collaboration is not always effective. Chan (2001) found that peer collaboration in science is effective on some occasions, but not always. Tao (2003) found that peer collaboration changed pupils' views, but it did not always result in them acquiring accurate knowledge. Therefore, there is not consistent agreement amongst researchers on the effectiveness of peer collaboration.

Peer tutoring: This is a system of learning in which pupils help each other to develop academically – they learn by teaching one another. It is most successful when it is carefully scaffolded based on existing knowledge (McKinstery and Topping, 2003). It can be used in classrooms to promote pupils' social development and academic

progress (Medcalf, Glynn, Moore, 2004). Peer tutoring has many benefits for the tutees. These include: individual instruction, extended teaching, and companionship with peers. Tutors also gain from peer support by reinforcing their knowledge, developing personal adequacy and empathy (Topping, 1988). Therefore, it has become a valuable learning tool in schools in the UK and nationally (Kufakwami, Mtetwa and Kwari, 2003) and is used to address academic issues such as, accuracy and clarity of writing skills (Medcalf et al, 2004), reading comprehension (Topping, Peter, Stephen, Whale, 2004; Van Heer, 2004), and maths skills (Topping, Campbell, Douglas and Smith, 2003). It is also used for social development including developing feelings of increased responsibility (McKinstery and Topping, 2003), social acceptance (McLean, 2004), and improving communication skills (Topping et al, 2003).

Peer tutoring and peer collaboration studies have similar insights, despite taking differing approaches. However, peer tutoring appears to provide more consistent examples of successful academic progress, whereas peer collaboration is more varied in the successes achieved by pupils. Whilst there is no literature on the effectiveness of these peer support approaches for GRT pupils specifically, there is research evidence that GRT pupils feel more secure in school when they are in the company of other GRT pupils in the school (Derrington and Kendall, 2003).

LA-based support

Multi-agency working

In recent years there has been an increase in publications about multi-agency working, particularly following the publication of 'Every Child Matters' (DfES, 2004b), and The Education Act (2004). These documents identified multi-agency working between education, health, social care and voluntary sectors as being beneficial for all children, especially those who are vulnerable within the education system.

Multi-agency working can result in early intervention, more accessible services, and appropriately targeted services (Watson, 2006), which can contribute to the development of an inclusive school. It does this by helping to address low attainment levels (Hymans, 2008) and promote the emotional and social well-being of pupils (Barclay and Kerr, 2006). Through multi-agency working a holistic approach may be taken to supporting pupils' needs.

Whilst multi-agency working is presented as the ideal approach in 'Every Child Matters' (DfES, 2004b), there are numerous difficulties associated with this way of working. These include: a lack of a 'common language' between professional groups (Billington, 2006), misunderstanding of professional roles (Dennison, McBay and Shaldon, 2006), unclear professional boundaries (Hymans, 2008), competitive relationships between agencies (McConkey, 2002) and reluctance of one agency to take a lead role (Atkinson, Wilkin, Stott, Doherty and Kinder, 2002). Methods to overcome these barriers have been explored and include: taking time to find effective communication systems (Deardem and Miller, 2006), having shared protocols for

working (Atkinson et al, 2002) and reorganising physical or geographical boundaries (Jamieson, 2006).

Multi-agency teams can have a role in creating links between schools and communities (Farrell, Woods, Lewis, Rooney, Squires and O'Connor, 2006) due to their knowledge of the education system and the development of a holistic perspective (Gaskell and Leadbetter, 2009). For GRT pupils, TESS in particular has been crucial to increasing GRT access to education (Ofsted, 2003). In part this has been through the development of distance learning packages that are implemented when families become mobile (Danaher at al, 2007; Marks, 2006). However, TESS can be over relied upon by schools, resulting in less direct communication between schools and GRT families (Bhopal et al, 2000; Derrington and Kendall, 2004).

Community-based support

School and community links

According to Hill and Taylor (2004) ensuring strong links between schools and communities has two main positive outcomes. Firstly, it results in parents gaining skills and information which helps them become more informed in order to support their children to settle into school and to learn. For example, they will develop knowledge of school expectations and how to support their children with homework and gain information about extracurricular activities. Secondly, it gives parents a sense of social control because schools and families can work in a consistent manner to support children. This reduces confusion for children and ensures consistent expectations and behaviour. Building these relationships with families and

communities prior to children beginning school can help ensure a long lasting relationship (LaParo, Kraft-Sayre, Pianta, 2003). It helps to develop a deep understanding of communities' unique barriers and resources which impact on children's education (Hill and Taylor, 2004).

The DCSF (2009c) examined the need for links specifically between schools and GRT communities. They suggested that building these links by including the GRT community in planning and discussion can ensure that schools develop a greater knowledge of the pupils which contributes to social inclusion and academic progress.

Parental involvement

There is a wealth of publications from the 1990s advocating the importance of parents in contributing to pupil success in school. More recent research projects have examined ways in which parental support can have an impact on children's learning when they are in secondary school. For example, Barnard (2004) found that parental involvement such as reading, cooking, going out on outings, and discussing school progress with their child approximately once a month has a positive impact. It prevents children from refusing to attend school, supports higher attainment and ensures children complete school at the expected chronological age. Barnard (2004) made an important point - making parents feel that they are involved in the process of their children's learning is much more likely to lead to success than parents feeling that they are required to support the school system. This is because the latter may lead to feelings of resentment, that they do not have a choice in their involvement, which is why building links is important. This study only examined practical parental support,

it can be hypothesed from this that parental attitude might also influence children's success at school.

Hill, Castellino, Lansford, Nowlin, Dodge, Bates and Pettit (2004) support Barnard's (2004) findings. They defined parental involvement as parent-teacher communication, supporting academic work at home, communication of expectations and aspirations, and acting as a role model. They found that parental involvement consistently positively influenced pupils' aspirations, and for some groups, parental involvement contributed to the display of positive behaviour. These findings are supported by the Lamb Inquiry (DCSF, 2009b) which highlighted the view that parental engagement with schools can have a positive impact on pupils' learning. The DCSF (2009c) extend this point further by describing parents as the most important influence on children's education.

Parental involvement in relation to secondary school aged pupils has been explored by the DCSF (2009c). Parental involvement in secondary schools can be more difficult than primary schools because, for example, pupils have several teachers which might make consistent contact difficult. Pupils often use LA transport to school preventing parents from having daily, naturally occurring contact with school staff. A further potential barrier for GRT parents accessing schools include their own negative experiences of school as children themselves, resulting in anxiety about visiting a school setting (Derrington and Kendall, 2004). In order to overcome such barriers a three-phase approach is suggested (DCSF, 2009c). This begins with engaging parents (for example, drop-in sessions or community lunches), leading to maintaining parental involvement (for example, through parent workshops or parent governor

appointments), and resulting in parents acting as co-educators (for example, through in-class support or parents speaking at events). When this GRT parental involvement does occur, the confidence, trust and awareness of parents improves (Kiddle, 1999), which can in turn have a positive impact on children's learning. This happens through, for example, improved parental understanding of the school system and a more positive parental attitude to education.

Summary

Factors identified that promote inclusion have an impact on vulnerable groups within the education system, as well as the majority of pupils (Ainscow et al, 2006). Whilst there is no blueprint for the development of an inclusive school, research goes some way to present approaches and strategies to achieve a socially inclusive school and to promote academic progress. As discussed later in this chapter in relation to cultural – ecological theory (Ogbu and Simons, 1998), the strategies used to create an inclusive school environment may contribute to increased voluntary educational participation.

However, the development of inclusive practices in school remains complex and not fully understood (Ainscow et al, 2006). There are still many challenges within schools which prevent social inclusion, such as changing some teachers views and beliefs, pupils' wide range of needs and abilities, insufficient communication systems in schools (Weiner, 2003) and the pressure of assessment procedures (Moni et al, 2007). The challenges are arguably greater in secondary schools due to: the emphasis on the content of lessons; increasing expectations for independent study skills to develop; the fast pace that teachers need to adopt to address the curriculum and pressures of assessments. These factors may result in less positive and inclusive attitudes of staff

due to the pressures that they perceive in terms of time and effort to achieve the desired outcome of inclusive schooling (Mastropieri and Scruggs, 2001).
In order to overcome these challenges schools need, for example: clear development programmes which are effectively communicated and understood by school staff; perceptions of student's difficulties to be perceived as a challenge not a reason for low expectations; an analysis of teaching practices to understand which ones are most effective (Weiner, 2003); an increase in resources and human support for teachers; positive experiences of successful inclusion to illustrate best practice (Gibbs, 2007); and effective development training (Stanovich and Jordan, 1998).

Clearly, there is still much to learn about effective social inclusion and academic progress for all pupils in secondary schools, particularly in relation to the inclusion of GRT pupils. Therefore, the present study aimed to clearly identify specific strategies which have been used in a secondary school setting to promote the social inclusion and academic progress of GRT pupils. An intended outcome of the research was that these successful practices could be shared with other schools to promote the success of GRT pupils.

Early GRT literature

GRTs have been in the UK for 500 years. They have spent much of that time living on the margins of society (Fraser, 1995). GRT history contains much stigmatisation and racism (O'Hanlon and Holmes, 2004). This continues today, despite the Race Relations (Amended) Act (2000), which aimed to eradicate discrimination against GRT communities. An example of this stigmatisation is the Criminal Justice and

Public Order Act (1994) which essentially criminalised the GRT way of life by repealing the duty of LAs to provide authorised sites. A full history of GRT communities cannot be discussed in this paper due to the complexity of the history (Dawson, 2007) and the limited written records for the early years (Fraser, 1993). Therefore, key contextual studies will be discussed to provide context and overview.

The majority of the literature in this thesis focuses on research published in the UK after 2000 (reasons for this are discussed later in the chapter). I recognised that the experiences of GRTs prior to this date may have contributed to current patterns in education, such as limited school attendance and poor attainment. Therefore, this section aims to provide a brief overview of key educational issues in the UK, Europe and the United States of America (USA) in order to highlight historical trends (from the 1960's to the 1990's). These provide a cultural understanding of educational participation or avoidance. A detailed discussion of challenges which face GRT pupils in the current education system, and how these can be addressed, are discussed later in this chapter.

GRT education in the UK

The Plowden Report (DfES, 1967) was the first acknowledgement that the needs of GRT pupils were not being met by UK schools. This led to a series of requests for improvements to education for GRT pupils and research to identify barriers to education. Reis (1975) undertook a key study which aimed to help schools to educate GRT children by informing them about GRT culture in the context of a changing educational system. Changes at the time included the introduction of comprehensive

schools, the raising of school leaving age and development of middle schools. Reis (1975) highlighted issues, many of which are echoed in the current education system. Amongst other issues, he identified the following points:

- There were varying models of education for GRT pupils, such as standard classroom arrangements, induction classes followed by standard classroom teaching, and separate classes (such as those on GRT sites).
- GRTs form a distinct social group with specific needs.
- The stigmatised image of GRTs could not be ignored.
- GRTs may feel threatened that their identity, moral code and culture will be eroded by education and socialisation with non-GRTs.
- There were weaknesses within the education system which prevented GRTs from experiencing success, such as rigid term times and inflexible processes.
- Education systems alone could not address the needs of GRTs - GRTs themselves also need to support the processes.

Reis (1975) built upon theories developed by the Plowden Report (1967) which was commissioned by the Government. This report emphasised child-centred learning and the need for all children to access education. It theorised that GRTs were the most educationally deprived minority group. The concern was not simply quality of education, but whether education was being received at all because only an estimated ten percent of GRT children attending school. Following on from this report, Reiss (1975) theorised that both school systems and GRT perceptions of schools needed to

be addressed in order to help GRT pupils to make academic progress. He highlighted the lack of evaluated successful support strategies or action research to identify effective support for GRT communities. As a result he recommended a five year plan of experimental education provision for GRT pupils. The aim of this plan was to test his theory - that inclusion into mainstream classes might not be effective for GRT pupils who travel regularly - before any permanent policies were implemented.

However, the Swann Report (DfES, 1985), a Government report which examined the attainment of minority pupils during a time of social unrest, found that two decades of awareness had not resulted in improved outcomes for GRT pupils. This report hypothesised that there were many barriers to education for GRT pupils, such as racism, stereotyping and inflexible school systems. It theorised that changes to the education system, and to wider society, were required to meet the needs of all minority groups. As a result, the needs of GRT pupils became a greater focus in the early 1990s.

Despite this, GRT school attendance remained low (Ofsted, 1996). Kiddle (1999) theorised reasons for this barrier to education, such as: family expectations to take on domestic duties; difficulties with social groupings and socialising with non-GRT peers; parental attitudes about school; and being denied access to schools by Headteachers. Some of these issues mirror views from earlier authors about school-based barriers, whilst also highlighting barriers occurring from within the GRT community. Kiddle (1999) hypothesised that GRT pupils may experience more success in the education system if: GRTs parents were transparent about their

ethnicity; GRT parents trusted schools more willingly; GRT parents trusted their children to protect GRT identity; teachers did not tolerate any prejudice towards GRT families; and teachers and parents worked together.

Summary: The educational needs of GRT pupils in the UK have been consistently identified over the past five decades, yet these needs have remained largely unmet. Whilst the pattern of school attendance and attainment is improving slightly (DfE, 2011), GRT pupils continue to have unequal access to, and outcomes from, education in comparison to non-GRT pupils. GRTs' experiences of the education system over the past four decades may, in part, explain why GRT parents have reservations about the education of their children. For example, fears that school will endanger GRT identity (Levinson, 2005) or threaten GRT moral codes (Levinson, 2008) are likely to influence decisions about the education of their children.

GRT education in Europe

Over the past few decades there has been diversity of GRT communities in Europe, but there was one common experience – discrimination (Pinnock, 2001). In relation to GRT education a study undertaken by Liegeois between 1985 and 1988 was a key study. He identified that over 700,000 GRT children in Europe were accessing a very limited education, if any at all. This was despite the fact that education was increasingly needed for GRTs due to economic and social changes. These findings emphasised the need for proactive support and led to the development of projects which aimed to promote educational opportunities for GRT children from pre-school

age through to young adults, co-ordinated by the European Federation for the Education of Occupational Travellers (EFECOT) (Kiddle, 1999).

Despite the work outlined above, throughout the 1990s GRT children in Europe continued to find it difficult to access education. A range of theories have been advocated for this, including lack of appropriately trained teachers, limited teaching resources, GRT parental concerns about allowing their children to be part of mainstream education (Liegeois,1998), poor pre-school opportunities, segregation within the school environment and language barriers (Liegeois and Gheorgie, 1995).

Summary: As with GRT pupils in the UK, those in Europe have been consistently identified as vulnerable in the education system, but effective support strategies have not been implemented consistently. GRT parents' limited and potentially negative experiences of school may have resulted in a reluctance to allow their children to engage with the education system. As in the UK, this has resulted in a dilemma for parents who recognised that education is needed to prevent unemployment and poverty, but had strong reservations due to the perceived dangers of mainstream education such as erosion of GRT identity.

GRT education in the USA

The situation for GRT children was quite different in the USA – there was a much more limited attempt to support the education of GRT pupils. A study by Hancock (2002) clearly outlined patterns in the USA. In the 1960s, GRTs began to access some

schooling, although, unlike other ‘minority groups’, no specific provision was made for them. Miller Stevens saw this as an injustice for GRT communities, and developed a school for GRT pupils in his home. GRT parents began to engage with education. Initially this was the result of pressure from authorities for non-attendance, rather than interest. Regardless of the nature of initial incentive, the outcome was positive – children enjoyed the classroom and some parents enjoyed the status of associating with schools. Despite these positive developments, GRTs remained sceptical about education due to a reluctance to become part of mainstream society. This did not go unnoticed, and led to more attempts to create GRT educational settings, often as a result of opposition from non-GRT parents to having GRT pupils in mainstream schools. Despite GRT children demonstrating an interest in being in school, an accessible form of education was yet to be established for GRT pupils by the end of the 1990s. Hancock’s (2002) study suggests that his theory for low levels of GRT school attainment and attendance related to limited educational provision and fear of threats to GRT identity and moral code.

Andereck (1992) explored this further and aimed to describe the impact of Irish Traveller ethnicity in an elementary school. She demonstrated practice within one setting by undertaking an ethnographic study which used participant observation, interviews and sociometric tests to collate data. Her results showed how Traveller students used school to reinforce group boundaries and she identified five relationships and differences across the year groups. An example of each relationship is outline below:

1. Parents and teachers – these relationships were found to be strong in kindergarten (when education was a new experience) and in third and forth grades (when awareness of their Traveller identity was developing), but very limited in all other grades.

2. Teachers and students – this relationship was based on individual assessment rather than ethnic identity from kindergarten to second grade. However, from third to eighth grade teachers often developed attitudes based on ethnic identity.

3. Non-Traveller students and Traveller students – throughout the grades Traveller students opted to socialise with other Traveller students. The exceptions were fifth and sixth grades where limited numbers of Traveller students resulted in mixed socialising.

4. Traveller students and other Travellers students - Traveller girls tended to interact with other Travellers because they perceived this to be expected behaviour. Girls as young as grade three expressed that this was to prevent marriages between non-Traveller and Traveller groups.

5. Traveller students and the school environment – Traveller students and families did not consider themselves as full participants in school. Traveller families encouraged segregation in order to maintain their identity because identity was considered more important than formal schooling.

She also found that the number of absences increased with each grade, particularly for boys. Reasons for this related to disinterest in formal education, lenient mothers and funeral attendance.

Andereck (1992) theorised that Traveller pupils became aware of their ethnicity before non-Traveller pupils and that this provided a means of reinforcing group boundaries. Their identity of self became even stronger when non-Traveller peers recognised Traveller pupils' ethnicity because it allowed comparison to be drawn between Travellers and non-Travellers. Andereck (1992) suggested that this resulted in Traveller pupils crystallising their attitude and views as well as the development of some racial tensions. Specifically, Andereck (1992) theorised that school experiences from kindergarten to grade six helped develop Traveller identity, but grade seven onwards posed a threat to identity maintenance, so parents often removed their children from school.

Her hypotheses for improving Traveller success in the education system included: the need for schools to be willing to work with Traveller families without trying to change their values to be inline with those of non-Traveller views; the need for school staff to embrace the positive consequences of accommodating Traveller pupils; and the need for Traveller families to take initiative to change education systems to more effectively meet their children's needs.

Summary: As in the UK and Europe, negative historical GRT experiences of education in the USA are likely to have impacted on decisions made by parents in relation to their children's education in the current system. The potential impact of these historical trends is discussed in the following section.

Impact of historical trends

Historical trends across the UK, Europe and the USA demonstrate similar patterns of low levels of attendance and attainment, and consistent recognition of the needs of GRT pupils, but varying attempts to engage GRTs with the education system. The research highlights obstacles which need to be overcome, particularly cultural barriers. The studies focused primarily on barriers to education, but do also imply strategies which could be used in order to enable schools to encourage educational participation. Many of these obstacles and resolutions, discussed below, remain pertinent to the current education system.

Obstacles: Amongst others, the above studies helped to begin to identify what obstacles needed to be overcome to promote educational success of GRT pupils. From within school settings, obstacles included: negative perceptions of school staff towards GRTs (Taylor, 1988); racism and stereotyping in schools; inflexible education systems (DfES, 1985); language barriers (Liegeois and Gheorgie, 1995); curriculum content (such as sex education) (Riess, 1975) or delivery (Taylor, 1988); ensuring the maintenance of GRT identity; managing socialisation between GRT pupils and non-GRT pupils whilst accepting a level of distance between the two groups at times; teachers' limited awareness of GRT culture; teachers' limited access to appropriate resources (Liegeois, 1998); and gaining the trust of GRT parents (Liegeois, 1998).

Obstacles from within GRT communities include: GRT family expectations of their children in relation to domestic duties (Kiddle, 1999) or family businesses; GRT

parents not valuing education due to the lack of congruence it has with GRT lifestyles (Talyor, 1988) or aspirations (Reiss, 1975); GRT communities not actively supporting change to education systems to support their children (Andereck, 1992); GRT families undertaking fulfilling functions (such as socialisation) which school fulfils for non-GRTs; reluctance to share information about GRT culture with school staff; and GRT cultural norms, expectations and values being contradicted by school-based expectations (Taylor, 1988).

Many of these obstacles still exist in the current education system due to contrasting value systems. For example, GRTs tend to value team work rather than independent classroom based work (Levinson and Sparkes, 2003); GRT parents fearing that education will make girls less suitable for marriage (Levinson and Sparkes, 2006); and clashing expectations with regard to homework (Daymond, 2005). Current obstacles are discussed later in this chapter (see Table Nine) in relation to barriers resulting from the school context and from GRT cultural issues (namely, living arrangements and parental perceptions).

Encouraging educational participation: Amongst others, the above studies implied ways in which schools can provide an environment that supports GRT participation;

for example, being more flexible in their approach (Reis, 1975); involving GRTs in decisions about their education (Taylor, 1988); welcoming GRT pupils throughout the school year (Kiddle, 1999); enhancing communication between GRT parents and school staff; treating GRTs as individuals rather than as a group (Andereck, 1992);

monitoring and evaluating teaching approaches (Liegeois, 1998); increasing resources for GRT education (Taylor, 1988); showing an understanding of the fears and perspectives of GRT parents (Liegeois, 1998) and demonstrating an awareness that GRTs may not want to accept the values of mainstream society. Recent studies have examined this issue in more depth in relation to the current education system. These are discussed in Chapter Two: Part Two.

Links to the present study: These historical trends appear to impact on issues of social inclusion and academic progress of GRT pupils in the current education system. This is because historical patterns experienced by GRT parents, influence parental views about the current education system and whether or not to allow their children to attend school. For some GRT parents this has resulted in a choice not to interact voluntarily with the education system – the issue of voluntary school participation is discussed later in this chapter. The present study gained the views of GRT participants who accessed the current education system and explored the issue of successful educational participation. The aim of the study was to understand how a secondary school successfully met the needs of GRT pupils and reduced the potential impact of the obstacles created by GRTs' previous experiences of education.

The current context

This section provides brief information with regard to GRT families', living arrangements, legislation and educational attainment. Although not all directly related to the present study, this gives useful contextual information. Having access to

contextual information was useful during the data collection period because understanding potential issues GRTs face in their lives helped to build relationships with GRT participants by showing an understanding of such difficulties. A focused overview of the relevant research outlining existing evidence base for successful school practices with GRT pupils follows this section.

Living arrangements

It is estimated that there are between 90,000 and 120,000 GRTs living in caravans in the UK (Niner, 2003), and three times that number living in houses (Ivatts, 2005; DfES, 2003). However, as GRT is not included as a race on the census (Bhopal et al, 2000) it has not been possible to find accurate data (O'Hanlon and Holmes, 2004) – estimates are the only data available. Exact figures for the GRT population are impossible to find, due to for example, high mobility levels, housed GRTs concealing their ethnicity to avoid discrimination. Therefore, any data that does exist is fragmented and inaccurate. Non-housed and housed GRTs are now discussed in turn.

Non housed GRTs: GRT communities who live in caravans have varying living arrangements. Some live on LA-owned or privately-owned caravan sites, others live on a plot of their own land, and some live in unauthorised encampments (Morris and Clements, 2002), from which they are regularly evicted (Lowe and Shaw, 1993). Policing policies for these sites vary nationally (Taggart, 2005). It is estimated that one in five GRTs has no legal or secure place to stay (DfES, 2003) and that they move between unauthorised sites (DfES, 2003). Of these, many are believed to have limited access to clean water, refuse disposal (Earle, Dearling, Whittle, Glasse and Gubby 1994; Morris and Clements, 1999) or laundry facilities (Birtill, 1995), and typically

live near busy roads or canals which may be a source of water-borne contamination (Greenfields, 2006). Showmen communities have seasonal employment and therefore move regularly. This can result in children who travel with the circus attending a new school every four or five days (DfES, 2003).

Housed GRTs: Many GRT families now live in housing. However, it should be made clear that GRT families generally do not have an ultimate goal of living in housing. This is because living in housing can result in isolation from relatives and traditional support networks (Donovan, 2005), leading to depression (Greenfields, 2006), stress and health concerns (Cullen, Hayes and Hughes, 2008).

Legislation

There are several laws which impact on, and have significance for, GRT lifestyle. All legislation cannot be discussed in detail as this focus is beyond the remit of this thesis. Therefore, key Acts are summarised below.

A key Act was The Race Relations Act (1976), which prohibited discrimination and inciting racial hatred against GRT communities, and identified Gypsies and Irish Travellers as a defined ethnic group. GRT groups are defined as belonging to a 'racial group' through birth or marriage (Murdoch and Johnson, 2007).

The Stephen Lawrence Inquiry Report (1999) was significant for GRT communities as it stated that all racist incidents were to be reported and recorded. Institutional racism was defined in an attempt to make the issue clearer to address, and the National Curriculum was amended to value cultural diversity and prevent racism.

Following this, The Race Relations (Amended) Act (2000) was highly significant for GRT communities and GRT pupils in schools. The Act placed a statutory duty on public bodies, including schools, to provide equal opportunity, address unlawful discrimination and promote good relations between members of different ethnic communities.

Academic attainment

The Education Act (1996) has helped generate data which illustrates the difference in attainment between GRT pupils and other pupils. LAs are now required to collect data on attendance, and preferably educational attainment, and report this to the DfE on an annual basis. The tables below summarises national data relating to attainment differences between various groups of pupils at key stage one and two.

Table Five: Percentage of pupils who achieved level two or above in English and maths at the end of key stage one (DfE, 2010)

	Reading						**Writing**				
	2006	**2007**	**2008**	**2009**	**2010**		**2006**	**2007**	**2008**	**2009**	**2010**
White	85.3	84.5	84.5	84.9	85.1		82.3	81.2	80.8	81.5	81.5
Traveller of Irish Heritage	**29.6**	**33.2**	**31.9**	**35.6**	**35.5**		**30.0**	**29.9**	**27.6**	**31.6**	**30.8**
Gypsy / Roma	**39.9**	**37.7**	**36.9**	**34.7**	**37.3**		**36.4**	**35.9**	**33.6**	**31.6**	**32.1**
Mixed	84.8	84.2	84.5	85.0	85.3		81.7	80.8	80.6	81.2	81.4
Asian	81.1	81.4	82.1	83.4	84.6		77.8	77.7	77.8	79.7	81.0
Black	78.9	79.2	80.5	81.8	82.3		74.5	74.2	74.6	76.9	77.1

Chinese	90.2	88.5	89.1	89.0	88.5		87.4	86.4	87.0	86.2	86.8
All pupils	84.3	83.7	83.8	84.4	84.7		81.2	80.2	79.9	80.8	80.9

Table Six: Percentage of key stage two pupils who achieved level four or above in English and maths (DfE, 2011)

	Reading						**Writing**				
	2006	**2007**	**2008**	**2009**	**2010**		**2006**	**2007**	**2008**	**2009**	**2010**
White	79.6	80.7	81.7	80.6	80.5		76.5	77.7	79.2	79.3	80.4
Traveller of Irish Heritage	**26.5**	**34.9**	**33.4**	**29.3**	**33.1**		**28.6**	**35.7**	**30.2**	**33.8**	**37.8**
Gypsy / Roma	**34.9**	**34.4**	**39.6**	**33.4**	**31.0**		**31.7**	**35.9**	**38.5**	**36.4**	**31.0**
Mixed	81.2	81.9	82.7	82.1	82.8		75.6	77.0	78.1	79.0	80.9
Asian	76.3	77.4	79.2	77.6	80.3		71.6	73.9	76.8	77.5	80.0
Black	72.4	72.6	75.3	74.7	77.4		63.1	65.9	69.4	71.3	74.6
Chinese	85.8	85.5	85.4	83.7	86.8		91.7	92.1	92.0	92.0	92.0
All pupils	78.9	79.9	81.0	79.9	80.3		75.4	76.8	78.4	78.7	80.1

Key stage three data is not available because attainment data for this key stage are not collated nationally (DfE, 2011).

Data presented in the tables below relating to GCSE results show that this pattern of low attainment of GRT pupils continues in key stage four. It should be noted that school census records data relate to Gypsy/Roma pupils and Traveller of Irish heritage

pupils (since 2003), but do not include GRT pupils from Fairground, Bargees or New Travellers families (DCSF, 2008). Therefore, the data only illustrates the attainment of some of the GRT community.

Table Seven: National data showing the percentage of key stage four pupils achieving five or more A-C GCSEs, including English and maths or equivalent, 2005-2010 (DfE, 2011)*

Ethnicity/Date	**2005/06**	**2006/07**	**2007/08**	**2008/09**	**2009/10**
White	44.4	46.1	48.4	50.7	55.1
Traveller of Irish Heritage	**11.1**	**8.6**	**7.3**	**9.1**	**22.0**
Gypsy/Roma	**3.9**	**7.0**	**6.8**	**9.1**	**8.4**
Mixed	42.8	44.5	47.4	51.3	55.0
Asian	46.1	48.2	50.9	53.1	58.4
Black	33.6	37.1	40.7	44.5	49.3
Chinese	65.8	70.7	69.9	71.6	75.5
All pupils	44.0	45.8	48.2	50.7	55.1

When the achieved five GCSEs do not include English and maths, results for GRT pupils are improve slightly, but GRT pupils still remain the lowest achieving group, as shown below. Based on comments from GRT pupils and school staff during the present study (discussed in Chapter Four), my hypothesis was that this slight improvement may reflect success in subjects which are more relevant to the GRT lifestyle, such as design and technology and food technology. I suggest this because many GRT pupils report valuing practical lessons which develop skills used in their everyday lives.

Table Eight: National data showing the percentage of key stage four pupils achieving five or more A-C GCSEs 2005-2010 (DfE, 2011)*

Ethnicity/Date	2005/06	2006/07	2007/08	2008/09	2009/10
White	57.6	60.1	64.4	69.6	75.9
Traveller of Irish Heritage	**19.0**	**16.6**	**18.3**	**24.0**	**36.6**
Gypsy/Roma	**10.4**	**14.0**	**16.4**	**19.8**	**27.9**
Mixed	56.1	58.4	63.7	69.7	76.5
Asian	61.0	63.4	67.5	72.8	79.6
Black	48.1	53.5	58.9	67.0	74.4
Chinese	80.0	83.9	84.9	87.5	90.3
All pupils	57.3	59.9	64.4	69.8	76.1

Identifying and addressing the current needs of GRT pupils

This section identifies the needs of GRT pupils within the education system and examines the current trends for addressing these needs.

Identifying the needs of GRT pupils

GRT children will have varying needs which should be identified and addressed to ensure inclusion in the school setting. The needs of GRT pupils are wide, but they include, for example, developing pupils' resilience in order to help them resist and recover from adversity (Newman, 2004). This includes responding to racism (Warrington, 2006), hostility (Wild-Smith, 2005), and blame (Liegeois and Gheorghie, 1995) from others, especially local residents (Daicon, Kriteman, Vine and Yafai, 2007) and surviving with a lack of, or inconsistent access to, health care due to

mobility (Kenrick and Clark,1999), leading to a high tolerance of illness (Jenkins, 2006).

GRT children also often have to cope with having poor living situations (Niner, 2003) and the fear of losing their home (Green and Stokoe, 2005). GRT children often experience family difficulties such as seeing adults suffer from poor health physically (Parry, Cleemput, Peters, Moore, Walters, Thomas and Cooper, 2004; Crawley, 2003) and mentally (Greenfields, 2006), resulting in high mortality rates (Hancock, 2003). This is often combined with illiteracy in their families (Okely, 1993; Witt, 2000) which puts pressure on them to help with tasks. Language barriers (Stratham, 2008), due to a range of dialects being spoken in GRT communities (Pinnock, 2001; Kiddle, 1999), can also be problematic for GRT children, as can feeling unwelcome in schools (Parekh, 2000; Tyler, 2005).

More specific to the school setting, GRT pupils may need help being away from home for the first time (Kiddle, 1999) and understanding differences between teacher and parental pressures/views (Hyland, 1993), particularly in relation to homework due to clashing expectations (Daymond, 2005). When they first start school GRT pupils often need support with settling into new settings (O'Hanlon and Holmes, 2004), getting to know routines (Kiddle, 1999), finding a place in the social grouping of the classroom, developing friendships with classmates from the settled community (Kiddle, 1999), and accessing the correct uniform (Kiddle, 1999).

From the perspective of their learning, GRT pupils need to have gaps in their learning from disrupted school attendance identified using assessments free from cultural bias

(Beckett, 2005; Warrington, 2006). Alternative learning approaches may have to be identified when needed (Marks, 2005) and their successes should be celebrated (Norris, Ward and Itzinger, 2005).

These wide ranging needs of GRT pupils have been identified in several key documents which aim to offer support strategies, such as Ofsted reports (Ofsted, 1996; 1999; 2001; 2003) DfES publications (DfES, 2003) and DCSF publications (DCSF, 2008; DCSF, 2008a; DCSF, 2008b; DCSF, 2009) (discussed further in the next section).

Barriers to addressing the needs of GRT pupils

An increase in the school attendance of GRT pupils has not resulted in their improved attainment (Bhopal et al, 2000). There are many barriers to addressing the needs of GRT pupils in schools. Key barriers are shown in the table below. I developed this table based on the existing research.

Table Nine: Barriers relating to GRT pupils underachievement

Potential origin of the barrier to learning	**Barrier to learning**
School context	• Racism in schools (DfES, 2003; Derrington and Kendall, 2007; Jordan, 2001). • Inflexible school admission systems (Clark, 2006a). • Limited reintegration programmes to help GRT

	pupils return to school (Jordan, 2001). • Opposition to school attendance of GRT pupils from non GRT parents (Levinson, 2007). • Limited access to transport to school and school uniforms (Green and Stokoe, 2005). • Difficulties relating to the ascription of their ethnicity meaning that some GRT pupils may not be identified as such in schools and therefore, may not get the opportunity for appropriate support (DCSF, 2008). • GRT pupils are often taught by professionals who have limited experience of working with members of the GRT community (Mason and Broughton, 2007). • GRT pupils do not feel that the culture and curriculum of school benefits them or acknowledges their identity and culture (Daymond, 2005). • GRT pupils often experience poor home-school links. TESS professionals often act as a mediator between families and school, which can prevent schools directly addressing issues with GRT parents (Clark, 2006a). • GRT pupils can experience low teacher expectation (Clark, 2006a).

	• GRT pupils' experience differences between teacher and parental views about school (Hyland, 1993), particularly in relation to homework due to clashing expectations (Daymond, 2005). • GRT pupils can experience difficulties with finding a place in the social grouping of the classroom and developing friendships with classmates from the settled community (Kiddle, 1999). • Language barriers (Stratham, 2008) due to a range of dialects being spoken in GRT communities (Pinnock, 2001; Kiddle, 1999) can be problematic for GRT children.
Barriers resulting from living arrangements	• High levels of mobility leading to interruptions in education (DfES, 2003). • Distractions by potential evictions from unauthorised sites (Hyman, 1989).
Barriers resulting from family situations or views	• Parents not sending children to school consistently due to fear of racism (O'Hanlon and Holmes, 2004). • Parents being concerned that attendance at school may erode the community's moral code and undermine skills learned at home

	(Levinson, 2008; O'Hanlon and Holmes, 2004) and therefore not ensuring attendance is consistent. • Parents fearing that school will distance them from their GRT economical and social spheres (Levinson, 2007), resulting in limited attendance. • Involvement in family run business at a young age (Willers, 2007), resulting in school not being prioritised. • Parents not having fixed expectation based on chronological age (Levinson, 2008), leading to attendance not being consistent. • Parents' negative views of school (Levinson, 2008) • Parents fearing that school will endanger their GRT identity (Levinson, 2005), and therefore, not encouraging attendance. • GRT children can have parents who regard distance learning as an alternative to school education (Kiddle, 1999). • GRT children sometimes have parents who do not perceive regular attendance as necessary (Franklin, Arnold and Griffiths, 2003). • GRT children also often have to cope with

	having poor living situations (Niner, 2003) and the fear of losing their home (Green and Stokoe, 2005) which may prevent them focusing at school. • Having illiterate family members (Okely, 1993; Witt, 2000) may result in limited support with school work in the home setting.

Some of these studies are discussed in detail later in this chapter in terms of research methods, findings and relevance to the present study.

Addressing the needs of GRT pupils

As referred to earlier, the Plowden Report (DfES, 1967) was the first document to highlight the needs of GRT pupils, and four decades later the educational and social needs of this group of pupils are still being identified, yet not addressed satisfactorily (Ofsted, 2003; Derrington and Kendall, 2007). Key educational reports, legislation and guidance which have included addressing the needs of GRT pupils are summarised in the table below, to provide context for the present study. This table includes key Ofsted reports and various pieces of legislation.

Table Ten: Key education documents and the significance for GRT children and families

Key documents	**Significance for GRT children and families**
The Plowden Report (DfES, 1967)	This report identified GRT pupils as the most deprived group of pupils in the UK, estimating that, at the time,

	ninety percent of GRT pupils did not attend school. It was recommended that LAs made a concerted effort to improve school access for this group. After this report, in 1970 Ofsted were invited to oversee and co-ordinate support for GRT pupils. This led to the first national meeting to support GRT pupils in 1977, and the development of the first professional organisation to support GRT pupils, known today as National Association for Teachers of Travellers (NATT) (Derrington and Kendall, 2007).
The Education Act (1980)	This act specifically emphasised the right to education for GRT children.
The Education of Traveller Children (DfES, 1983)	Again, GRT pupils were named as a group at risk in the education system. Poor achievement and low levels of attendance were identified as issues to be addressed, stating that approximately fifty precent of primary aged children and ten percent of secondary aged children attended school, although not on a regular basis. This paper stated that discrimination and lack of awareness was a barrier to the education of GRT pupils.
The Swann Report – Education For All (DfES,1985)	This report highlighted difficulties that GRTs had accessing school systems. Reasons such as racism, inflexible education system, and stereotyping were identified as preventing GRT pupils from accessing education.
The Education Act (1988)	A grant was introduced to support GRT pupils so that schools and LAs could make appropriate provision for

	them.
The Children Act (1989)	This Act brought together all previous legislation, and stated that the welfare of the child is paramount, including GRT children.
Salamanca Agreement (1994)	This agreement stated that schools should accommodate all children including those in alternative living conditions, from marginalised groups, and at serious disadvantage.
The Education of Traveller Children (Ofsted,1996)	Again this paper expressed concerns with regard to access to education, attainment and attendance of GRT pupils. The report began to define good practice to support GRT pupils.
The Education Act (1996)	This Act stated that LAs must take action when a child of compulsory school age is found not to be registered with a school. It stated that LAs have a duty to all children residing in their area, including those who had temporary residence which can be the situation of GRT pupils.
The Education Act (1996)	Section six of The Education Act (1996) was amended in January 1998 to facilitate the dual registration of GRT children. This meant that parents should inform the 'main school' that they will be travelling for a period, but will return. This ensured that pupils' places at the school was retained, and they were not removed from the school registers when they registered with temporary schools or were absent for more than four weeks.
Raising the Attainment of Minority Ethnic	Again, GRT were identified as the most at risk group in the education system, especially in secondary school settings.

Pupils (Ofsted, 1999)	Recommendations such as high teacher expectation, analysis of attainment data, mentoring programmes, involving GRT pupils in extra-curricular activities and good pastoral support systems were recommended to support GRT pupils.
Managing Support for the Attainment of Pupils from Minority Ethnic Groups (Ofsted, 2001)	National level recommendations included systematic development and use of distance learning material and fuller guidance given to LAs on policy and practice to support GRT pupils. Recommendations for LAs included the use of peripatetic staff to support GRT pupils, ensuring that schools developed relationships with GRT parents, and Education Welfare Services (EWSs) being responsible for GRT pupils not registered at schools.
Provision and Support for Traveller Pupils (Ofsted, 2003)	This document identified aspects of good practice to support GRT pupils in schools.
Every Child Matters (DfES, 2004b) and The Children Act (2004)	These documents outlined an approach to address the well-being of all children from birth to 19 years in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well being. This Green Paper and Act were for general application to all children. Whilst the principles underpinning them were particularly important for GRT children, this group was not specifically identified (Derrington and Kendall, 2007).
The Education and	Amongst other factors, this Act aimed to create the

Inspections Act (2006)	promotion of equal access to educational opportunities and to reform inspection processes.

Although there is no statutory method for supporting pupils from GRT communities, the Labour Government under Tony Blair and Gordon Brown (1997 – 2010) did introduce the following guidance for schools and parents to support GRT pupils (Tyler, 2005) across a range of key stages:

- 'Aiming High: Raising Achievement of Gypsy Traveller Pupils' (DfES, 2003) suggested that GRT pupils could be supported by a structured induction; a positive school ethos; promoting continuity of learning; and support of TESSs. This document was published to provide schools and LAs with practical guidance about how to address concerns with the attendance and achievement of GRT pupils. The aim of this document was for GRT pupils to experience real equality of opportunity in the school system (DfES, 2003).
- 'Ensuring the Attainment of Mobile Pupils' (DfES, 2004) also provided some practical examples of support for GRT pupils, with regard to, for example, school evaluation, pupil assessment and curriculum planning to promote academic progress.
- 'The Inclusion of Gypsy, Roma and Traveller children and Young People' (DCSF, 2008) identified that strategic planning and support for schools was needed in order to further support GRT pupils.
- 'Raising the achievement of Gypsy, Roma and Traveller Pupils' (DCSF, 2008) was produced as part of 'The National Strategies'. This document used case study examples to share effective practice. These key aspects of support for GRT pupils included: structured assessment and analysis, specialist

provision, good relationships with GRT parents and communities, celebrating diversity, strong leadership, involvement of TESS, welcoming admission processes and tackling discrimination.

- 'The Inclusion of Gypsy, Roma and Traveller Children and Young People: Strategies for Building Confidence in Voluntary Self Declared Ethnicity Ascription' (DCSF, 2008b). This document aimed to help parents understand the importance and benefits of self ascription for GRT parents and the impact of this in the school setting.
- 'Moving Forward Together: Raising Gypsy, Roma, and Traveller Achievement' (DCSF, 2009) was devised more recently as a means of supporting schools to help narrow the between gap between GRT learners and their peers. The resource is developed from the view that, there is no reason why GRT pupils should not achieve as well as other children. High quality teaching and assessment, along with specialist interventions, were found to improve GRT outcomes, as were combined efforts from schools, pupils, and parents. The guidance booklets focus on effective leadership and management, learning and teaching methods, and engaging parents and the wider community.
- 'GRT Pupils: Information Slides' (DCSF, 2010). This downloadable presentation provided schools with a brief background to the history and culture of GRT communities. It addressed wider issues such as racism, housing, travel patterns, and social and educational exclusion, and identified how the TESSs can work with schools to raise the attainment of GRT pupils.
- 'Raising the Attainment of Gypsy, Roma, Traveller Pupils' (National Association of Teachers of Travellers (NATT), 2011). This document was

written for teachers, especially trainee teachers. The document identified some of the key barriers to GRT pupils learning and provides information about how to address these barriers.

The development of these guidelines illustrates clearly that there was a national move towards promoting effective practice for GRT pupils, addressing the inequality that they experience in the education system, and increasing voluntary engagement with the education system (this latter point is discussed in the following section in relation to cultural-ecological theory, (Ogbu and Simons, 1998). However, data showing GRT pupils' progress (shown in table five, table six, table seven and table eight) suggest that there is some way to go in terms of implementing this practice. Therefore, the various guidelines could be subject to criticism. I identified four hypotheses about why the documents have not led to significant improvements in outcomes for GRT pupils. The hypotheses are outlined below:

1. As they are not statutory, they are not implemented consistently.
2. The high number of documents has resulted in contradictory advice making it confusing to implement strategies.
3. The high number of documents may mean school staff are unsure which advice to follow, resulting in them following none of the documents.
4. School staff may not become familiar with the documents until a GRT pupil is on roll in their class, meaning that they were not prepared for their arrival, resulting in a negative start for the pupil and the pupil-teacher relationship.

Many LAs have developed their own guidance about how to support GRT pupils. These can all be found on individual LA websites and in publications such as Essex County Council's book 'Broadening Horizons: Education and Travelling Children' (Naylor and Wild-Smith , 1997) and 'Every Traveller Child Matters' by Liverpool County Council (Cole and O'Connor, 2007). Some authorities have also produced publications describing lives and stories of GRT families, such as 'Fowey Fair' (Rowland, Lock and Tambling, 2007) produced by Cornwall Council. This paper does not discuss each LA policy, instead it focuses on national guidance and academic publications with regard to supporting GRT pupils.

Theory development: GRTs and school participation

There are several theories which could be applied to GRT pupils in the school context, such as social identity theory and bio-ecological theory. I have focused on the application of cultural-ecological theory (Ogbu and Simons, 1998). I made this choice because historical trends (discussed earlier in this chapter) relating to GRT non-attendance at school are likely to have contributed to the continuation of these historical patterns in the current education system. Understanding how schools enable voluntary GRT school participation could help to increase GRT school participation.

Theory overview: Ogbu and Simons (1998) outlined how 'voluntary' and 'involuntary' minority groups perform in, and respond to, school settings in the USA. In this context, 'ecology' refers to the school setting, and 'cultural' refers to the way in which people behave in, and perceive, schools. This theory considers two aspects of education: firstly, how minority groups are treated within education settings and

secondly, how they perceive, and respond to, school as a result of their experiences. This theory provides a framework for understanding beliefs, behaviours and attitudes of minority groups.

Ogbu and Simons (1998) identify the differences between 'voluntary' and 'involuntary' minority groups. It should be noted that individual differences within each group were acknowledged, with the focus of the theory being on dominant trends. They identified voluntary groups as those who have entered mainstream society in order to gain improved opportunities – they do not perceive mainstream values as being forced upon them. As a result they are positive in their outlook, and perceive mainstream opportunities as being more promising than opportunities available to older generations. They believe that opportunities develop as result of hard work and commitment. Due to this hope for success they are likely to accept mainstream society, the authority of schools and other institutions, and have high expectations for the education of their children. There is no suspicion that this will damage their group identity, and there is recognition that social integration is needed for success in the job market.

In contrast, Ogbu and Simons (1998) identified involuntary minority groups as those who have entered mainstream society against their will. This results in their have a negative perception. For example, believing that their involvement in mainstream society will not have such positive outcomes as will be the case for their mainstream peers, regardless of how hard they work. This leads to contradictory messages from parent to child, for example, telling them to do well at school, but making comments

about the lack of effectiveness of such work or the lack of trust that they have for school staff. These conflicting messages can result in children reducing their efforts at school, not doing homework and claiming that school is uninspiring. At the root of these attitudes is a lack of trust in school staff and fear that mainstream society will harm their group identity, with the curriculum being perceived as an attempt to impose values of mainstream society.

Applying cultural-ecological theory to the present study: Ogbu and Simons (1998) do not refer specifically to the GRT community. However, I suggest that this theory can be applied to the social inclusion and academic progress of GRT pupils in education. I hypothesised that if schools create a supportive, trustworthy environment with which GRT parents and pupils voluntarily engage, educational success will be the outcome. In contrast, if GRT parents and pupils feel forced to engage with schools involuntarily (for example, as a result of legal proceedings) educational success is less likely. The theoretical propositions (see Table Twelve) which guided the present study outline how school staff can create an environment in which GRT are included and can make academic progress. In order to implement these strategies, GRT pupils and parents need to engage with the education system and with school staff.

This perspective has received little attention from other researchers in the field of GRT education. I would suggest that cultural–ecological theory of school performance can usefully be applied to the GRT community to explain how voluntary attendance may be encouraged through the implementation of inclusive practices in schools. For example, when schools use inclusive practices and demonstrate an

understanding of GRT culture, GRT parents are more likely to begin to trust school staff and become more willing for their children to engage with the education system, resulting in increased voluntary school attendance. My theory is explored and developed further in Chapter Five, and I refer to this theory throughout the thesis, where relevant.

CHAPTER TWO (PART TWO): LITERATURE REVIEW

Overview of chapter

This chapter begins by critically examining seven key academic research projects in the field of GRT education, followed by discussion of the implications for the present study. These research findings are drawn together in the form of research propositions which provide structure for the present study.

A critical analysis of current GRT research

Overview of current research

The following section examines academic research in the field of GRT pupils' education, and critiques research methodology used. The purpose of reviewing the literature prior to data collection was to help determine sharp and insightful research questions for the research; to develop theoretical propositions (detailed at the end of this chapter) which informed the data gathering process (Yin, 2008); to identify key researchers in the field; to highlight new areas of research; and to contextualise the proposed research.

Over the past four decades reports and research have highlighted the needs of GRT pupils. In early research, findings relating to GRT pupils have often been marginal to the main focus of the research (Bhopal et al, 2000). More recently there has been a slight increase in publications which report good practice in schools for GRT pupils and explain factors which hinder effective progress for GRT pupils. Some of these

publications are beginning to enable the voice of GRT pupils and parents to be heard, such as a recent publication by Levinson and Silk (2007) which includes direct quotes from GRTs about several aspects of their lives. However, accurate publications about GRT communities are still limited, possibly because GRTs are a group who are private, rely on oral records (Levinson and Silk (2007), and avoid interaction with perceived authority figures, making access for research limited.

Of the publications that exist, the majority of research and anecdotal evidence regarding GRT communities focus on GRT history, lifestyles and experiences. Far fewer publications address their views and the educational needs of GRT pupils. Much of the research in this field examines and identifies barriers to learning for GRT pupils, without seeking solutions (Wilkin, Derrington and Foster, 2009). Whilst there has been improvements for the GRT pupils, sadly most of the issues identified in the recent research echo the findings of research in the 1970s, 1980s and 1990s, namely that school attendance and academic achievement of GRT pupils is poor and exclusions are high (Ofsted, 2003), as shown by data (DFE, 2011) presented earlier in this chapter.

Literature search

The method and aims of this literature review were the same as the inclusion focussed literature review. The search terms are shown in the table below.

Table Eleven: Search terms used for the GRT focused literature review

Themes from theoretical propositions	**Search terms**
General terms	Gypsy Roma Traveller pupils, secondary school, good practice, inclusion, support, social inclusion, academic progress, school support.
School access	Extra curricular activities, transport, uniform.
School ethos	Ethos, positive discrimination.
Support networks	Peer support, parental involvement, peer tutoring, peer support.
Focused staff support, teaching and learning	Academic progress, staff support, classroom strategies, school strategies, academic progress, academic attainment, academic strategies, effective interventions.
Leadership, policy and procedure	Head Teacher, senior management team, Gypsy Roma Traveller children, policies.
Multi-agency support	Multi-agency, inter agency, Traveller Education Support Service.
Links with communities	Community support.
Communication	Communication.

The literature search was focused in order to include key publications which examine effective support for GRT pupils in school settings. Details of the selection process include:

- Papers written more than 10 years ago have been eliminated from this literature review, except to provide context. This is because from the time of the Plowden Report (DfES, 1976) until the mid-1980s, there was limited research in this field (except for small scale projects and findings which were secondary to the main research focus) (Bhopal et al, 2000). Using more recent research will ensure that theory discussed is current and up-to-date.
- The papers discussed only include studies undertaken within the UK because research undertaken in other countries may not allow valid comparisons due to the different experiences of GRT families there.
- Papers have been selected which have similar aims as the proposed research (i.e. research which had a primary aim of understanding and addressing the needs of GRT pupils in a school setting).
- Papers have been selected only if they make significance references to the inclusion of GRT pupils at secondary school.

Critical analysis

As discussed above, there is limited research which examines the inclusion of GRT pupils. Seven research studies have been selected for analysis. The studies selected were those which had the closest research aims to the present study, namely to identify effective practice to support the education of GRT pupils. All research identified has used qualitative methodology. This is perhaps due to the nature of the research topic and the aim of gaining a detailed insight into support offered. The first

studies discussed below all used case study methodology, and the majority of the studies had an interpretivist epistemological orientation. The implications of the strengths and limitations of these studies for the present study are summarised after the critical analysis.

Research project one

Bhopal et al (2000) produced the following research findings for the Department of Education and Employment (DfEE). Bhopal et al (2000) aimed to identify successful initiatives in mainstream schools which had claimed to improve attendance and raised attainment of GRT pupils. This was achieved by using case study methodology to identify effective practice in six schools: four primary schools and two secondary schools. As with the present study, case study schools were selected because they were identified as being examples of good practice. The case study schools were identified based on recommendations from professionals working in the area. Data were gathered from key informants in the school over the period of a few days, using informal interviews. The job title of participants varied in each school, with the HT and a member of TESS being consistent in all schools. In each school, parental views were gained, although details from families were limited due to time limitations. The views of various participant groups were compared for agreements and disagreements. Based on the intention to gain views of various participants and to understand their perspectives through social construction, the epistemological stance of this research was interpretivist.

The case studies by Bhopal et al (2000) identified four main areas which are essential for addressing academic progress in GRT pupils, namely:

1. Access to the school setting (i.e. developing trusting relationships, having a welcoming ethos and supporting transport arrangements).
2. Use of strategies to raise achievement (i.e. having an equal opportunities policy, strong leadership, respectful relationships, offering study support, identifying gaps in learning, offering homework support, undertaking accurate assessment and high teacher expectation).
3. Staff responsibilities (i.e. undertaking continuing professional development and training, challenging stereotypes, having a flexible approach and addressing racism).
4. The role of the TESS (i.e. multi-agency working and remaining up-to-date).

Bhopal et al (2000) presented their findings as a list of effective strategies used in schools. Based on these strategies, the researchers identified recommendations to be implemented at school level and TESS level. The researchers theorised that school and TESS-based support were central to promoting educational success of GRT pupils.

This research was commissioned by the DfEE with the purpose of identifying strategies which resulted in improved attainment of GRT pupils. Therefore, the analysis process was at risk of being skewed to ensure that this outcome was achieved. This aim suggested that Bhopal et al (2000) assumed that the success of GRT pupils was the result of school-based strategies, rather than other factors, such as GRT pupils' motivation.

The research design had some limitations. The case study schools were identified rapidly based on a criteria. The pace at which this was done might have resulted in inaccurate identification of case study schools. For instance, the most effective schools might not have been identified.

This study does not include the views of professionals representing the LA (with the exception of a member of the TESS) which meant that only the school perspective was shared. This could have resulted in biased findings. The exact number of participants in each school was not reported, so cannot be commented upon except to note that this impacts on the replication of the study. In addition, the job titles of participants involved in each case study school varied, this could have made cross case comparisons inaccurate due to an inability to compare perceptions of those in the same roles.

Views of GRT families were limited because pupils were not included and parents' views were gained in minimal detail due to time constraints of the project. This is likely to have affected the validity of the findings because the GRTs themselves could have given a more detailed picture of school-based support. Increasing data from GRT families would have enriched the research and enhanced the validity of its findings.

The data collection and analysis process can be critiqued for the following reasons. The researchers and the participants were not known to one another prior to the research. The time scale suggests that there was limited opportunity to build relationships prior to the interviews. This could have impacted negatively on the

authenticity and depth of responses. In addition, the project was completed in a short time scale which meant that data gathered was time limited. This may have resulted in key information not being accessed, such as, time limited interventions prior to the research (for example, short after school projects) or the view of GRT parents who were travelling between geographical areas at the time of the research. It is acknowledged that this latter point is a difficulty with all GRT research.

Semi-structured interviews were used to gather data from all participants. The pre-determined themes to address during these interviews could have resulted in some lost information if participants had information to share which did not fit into these themes. Detailed data analysis methods were not reported, and therefore, cannot be commented on.

Major differences between this research and the present study include geographical location, number of schools identified, and the research questions. Bhopal et al (2000) focused on promoting academic progress and addressing underachievement, not social inclusion in the setting (as do most studies in this field).

Research project two

Wilkin et al (2009) undertook a study entitled 'Improving Educational Outcomes for Gypsy, Roma and Traveller Pupils: What Works?' This research had the same aims as the present study, namely to identify effective practice that already exists in schools, as well as identifying additional contextual influences on education. The research was undertaken using case study methodology in twenty schools: ten secondary schools, five primary schools and five alternative provisions. School staff (job titles

undisclosed by the researchers) initially completed questionnaires about provision offered to support GRT pupils, and then interviews (with SMTs, school staff and LA representatives) and focus groups (with parents and pupils) aimed to gather more in-depth data. This study aimed to indentify the views of a range of participants (school staff, GRT pupils and GRT parents) and to use these views to understand practices which took place within the case study schools, with no intention of generalising beyond these settings. This suggests that it was designed from an interpretivist perspective. The schools were selected from those that had GRT pupils on roll at the time of a national survey in 2007. However, how the schools were selected from those who returned this survey was not documented by the researchers so cannot be commented upon.

Wilkin et al (2009) analysed data thematically, and found that there were three influences on educational success of GRT pupils:

1. Constructive conditions (such as flexibility, respect, high expectations, inclusion, partnerships and trust).
2. Contextual influences (such as past experiences, educational policy, community influences and social identity).
3. Educational factors (such as engagement and enjoyment), which influenced educational outcomes such as attainment, engagement and attendance.

This outlines how the authors theorised their findings. They hypothesised that the contextual influences and constructive conditions impacted on educational attainment in terms of hard outcomes (e.g. progression) and soft outcomes (e.g. enjoyment) suggesting that a holistic approach is needed to support GRT pupils. This was achieved through a theme mapping process.

This research indicates that it is not just strategies and interventions that can enhance educational outcomes, but also wider influences which can permeate the school ethos and interlink with other factors affecting outcomes. The six key areas identified as impacting positively on educational outcome were:

1. safety and trust;
2. respect;
3. access and inclusion;
4. flexibility;
5. high expectations; and
6. partnerships.

The authors acknowledge that these categories are inter linked and all contribute to the development of a school ethos.

Similarly to research by Bhopal et al (2000), this study was undertaken for the DCSF. Ensuring that the requirements of the DCSF were met may have influenced how data were analysed and findings were reported. Data may have been interpreted to support the researchers' theoretical assumption that contextual factors and school-based practices interact to result in the success of GRT pupils.

The research design can be critiqued for the following reasons. Firstly, the case study schools were identified by responses that they gave to questionnaires with regard to their support for GRT pupils. Schools were asked to rate themselves using one to five on a series of issues relating to support for GRT pupils. However, without guidance about what each point on the scale represented, this could have potentially produced very inaccurate data because what one school rated as a 'five' on the scale may have

been very different to what another school rated as ‘five’. Case study schools may have been more accurately identified by professionals who could have offered a professional opinion about the settings.

Secondly, the exact number of participants and their role within the school setting was not outlined by the researcher so it is not possible to comment on this aspect of the design, other than to note the negative impact of this in terms of reliability and replication of this study.

Thirdly, the large scale nature of the study suggests that the researchers did not have existing relationships with all participants prior to data collection. This could have impacted negatively on the authenticity of responses.

The data collection and analysis process also had limitations. Questionnaires were used for the initial part of the research, and interviews were used to follow up the original data. The nature of questionnaires can result in data which lacks depth. This could have led to important themes not being highlighted in questionnaire responses and, in turn, not being a focus for interview questions.

Interviews were undertaken with SMTs and key school staff. Interviews have potential for responder bias and reflectivity. In addition, as several researchers undertook the researcher, lack of standardisation between interviews could have influenced the findings. Focus groups were undertaken with some teachers and GRT participants. This could have resulted in lost of data from both participant groups. Firstly, teachers in these groups might have felt their voices were less important than

those selected for individual interview, resulting in them providing less detailed responses in the focus groups. Secondly, GRT participants might have withheld some views in this forum as a result of not wanting to share their views with others. Therefore, to have offered follow up interviews, where required, might have enriched the data.

Data were analysed using thematic mapping. However, the researchers did not provide details about this process. This made it impossible to comment on this process, except to note that differences in data from schools which had established relationships with GRT and those which had recent involvement with the GRT community were not highlighted. This could be identified as a missed opportunity.

This study differs from the present study as research questions focused only on pupil achievement, they used a larger sample, and it was undertaken in a different geographical location.

Research project three

In preparation for research undertaken by Robinson et al (2008) (see below) a literature review was produced by The National Foundation for Educational Research (NFER) (Robinson and Martin, 2008), entitled 'Approaches to working with children, young people and Families from Traveller, Irish Traveller, Gypsy, Roma and Show People Communities'. Robinson and Martin (2008) found limited papers, namely twenty-five, which identified successful approaches to support GRT pupils. Themes identified from the literature-based research included: considering the views of GRT communities; the views of professionals (i.e. building trust, interagency working);

good professional practice (i.e. partnerships between services, community links) and training and support for professionals (i.e. promoting effective communication and informal learning opportunities). Whilst this paper does draw together some themes, it makes it clear that there is still a very limited evidence base for effective practice with GRT pupils, suggesting that there is still work for educational professionals, and that research designs could be improved to enhance the validity of the findings with regard to supporting GRT communities. However, this literature review, like other reviews relating to GRT pupils, may not represent the full range of current effective practice because it is likely that much successful practice with GRT pupils has not been identified by researchers.

Following the literature review discussed above, Robinson et al (2008) undertook a study for the NFER entitled 'An exploration of training and support issues for those working with children, young people and families from Traveller, Irish Traveller, Gypsy, Roma and Show People communities', commissioned by the Children's Workforce Development Council (CWDC). Robinson and Martin (2008) aimed to find evidence of what works to support GRT pupils, particularly in relation to training and provision. The research questions were focused on: identifying best practice in training provision; finding gaps in training and provision; and identifying what needs to be put into place to support GRT pupils in terms of training support and provision. The research method included telephone interviews. Twenty LAs were invited to participate in this initial phase, eleven responded and a total of twenty people were interviewed, including, for example, Youth Workers, Teachers, Teaching Assistants and LA representatives, namely members of TESS. In addition, four interviews with representatives from national organisations were undertaken, and six in-depth studies

involving interviews with up to five key people who dealt with the organisation and delivery of training, such as Youth Workers, teachers, and members of TESS. The selection criteria for the LAs was based on: including both urban and rural LAs, identifying LAs where professionals had received relevant training, and LAs having evidence of supporting GRTs effectively. As with the previous studies, this research was undertaken from an interpretivist perspective. The researchers used social construction to understand what was happening in school settings, rather than testing a hypothesis or looking for laws of causation. The theoretical assumption of this study differs to the previous studies discussed. Robinson et al (2008) began with the assumption that training school staff will result in more effective support for GRT pupils and that current training needs to be improved.

The results from this study confirmed earlier findings from the NFER literature review (Robinson and Martin, 2008) outlined above. Factors which were identified as promoting success for GRT pupils included:

- developing outreach work;
- developing family-friendly approaches;
- having flexible provision;
- developing effective partnerships; and
- receiving support from a TESS.

In addition, the research identified topics to be included in training which were not identified in the literature review (Robinson and Martin, 2008) (discussed above) and Robinson et al (2008) referred to these as new pieces of evidence. This evidence suggests that successful practice with GRT pupils involves factors outlined below:

- Having a strategic direction (i.e. embedding policy) at LA level to ensure that GRTs are prioritised in terms of policy development, funding and strategies leadership, and at a school level.
- Building trusting relationships between the school setting and GRT communities.
- Engaging the GRT community (i.e. linking policy and experience, having cultural awareness).
- Teachers having skills and attributes needed (i.e. communication skills, challenging unacceptable attitudes).
- Effective multi-agency practice and training.
- Supporting other professionals.
- Having varying types of learning opportunity for school staff and LA professionals supporting GRTs (i.e. informal approaches, systemic provision).
- Ensuring that the training of school staff and LA professionals is of a high quality.

As with the two research projects discussed above, the commissioner of this research needs to be considered. The expectations of NFER could have influenced research design and presentation of outcomes by researchers ensuring that the requirements of the NFER were met. Although, the large scale of the research suggests that there would have been opportunity for responses to be compared for consistency and potentially leading to credible findings.

In terms of research design, this study can be critiqued. Firstly, five respondents for an entire authority were unlikely to provide a representative sample and important voices might have been missed, which may have impacted on the validity of the findings. For example, if a person with a key role was not available at the time of interviewing or was not invited, significant information may have been missed. The researchers do not document who was interviewed, and therefore, further comment cannot be made.

Secondly, nine local authorities opted out of the initial phase. This may have meant that results represent a particular geographical area more than another and that insightful data were not gathered. For example, if an LA which has good practice with GRT pupils withdrew from the research for any reason insightful data may have been lost. LAs were not named by the researchers; therefore, further comment cannot be made.

Thirdly, this study did not include the voice of the GRT community. This is likely to have resulted in incomplete data because GRT pupils and families could accurately report what has been effective support for them, rather than relying on solely the perspective of professionals and their evaluations.

Lastly, twenty LAs were involved in this research. It could be argued that this number of LAs does not provide a representative sample for the UK, and therefore, the findings cannot be applied to LAs nationwide. How the LAs were selected within the specified criteria is not documented, so cannot be commented upon, other than to note this is a weakness in design as it prevents the study being replicated.

Finally, the use of snowballing to gain participants can be criticised for being unsystematic and unrepresentative. This could have resulted in potential participants not being identified.

The data collection and analysis process also had limitations. The use of telephone interviews in the initial phase of the research could have resulted in lost data through not identifying incongruence between, for example, expressed views and facial expressions. In addition, as the identities of the LAs remained anonymous it is not possible to ascertain differences in approach dependent on geographical location of GRT pupils, which would have provided useful further data. Data analysis methods were not reported in the paper, and therefore, cannot be commented upon.

This project identified areas for training to allow professionals to support GRT pupils, with less attention to the implementation of the training sessions, resulting in a list of suggesting rather than theory development. Therefore, the purpose of this study differs to that of the present study as it focused on training and what made it effective, as opposed to strategies that are in place which are effective. The research project used similar research methods to the present study, although on a larger scale as it addressed practice in a number of LAs and focused on six case studies. Overall, this project gives good insight into effective staff training approaches which can lead to best practice being offered to GRT pupils

Research project four

Danaher et al (2007) aimed to understand two areas from an interpretivist perspective using a phenomenological approach. The main focus was on narrative constructions,

as well as using participant and researcher reflexivity. The aim of the findings was to identify effective practice with GRT pupils, not as a means of theory development, theory testing or generalisation. Firstly, they aimed to understand TESS staff views and constructions of their working lives, in terms of the aspirations and constraints of their work. Secondly, they aimed to elicit TESS staff views about effective educational strategies to support GRT pupils in school. Therefore, as discussed in relation to previous research, Danaher et al (1997) made the theoretical assumption that it was school-based support, not the intrinsic motivation of GRT pupils, which led to the educational success of GRT pupils.

Danaher et al (2007) undertook twenty-two semi-structured interviews with heads of TESS and TESS teachers, and a limited number of interviews were undertaken with GRT families. Participants were represented from nineteen TESSs with varied geographical locations including London, the Midlands the Northwest of the UK (and some European countries). Participants were selected based on existing contacts, rather than in a systematic, representative manner. Later the findings were extended by gathering data from GRT communities, and participants were selected using a convenience sample made up of families known to the researchers. The interviews took place over a five month period. The questions developed over time, beginning with a general set of questions in the early stages, which were reflected upon and developed for future interviews based upon responses from earlier interviews. They found that the factors shown below were central to promoting support for GRT pupils:

- TESS and staff developing good relationships with GRT communities, especially pupils and parents to ensure that they trust staff.

- TESS staff need to be effective in maintaining positive relationships with schools and GRT communities.
- Co-operation and joint working between TESS staff through opportunities for effective team work.
- Combining teaching with outreach work.
- Teachers to understand why GRT pupils may have limited literacy skills, and not to assume that this relates to SEN.
- HT supporting the admission of GRT pupils.
- Teachers offering focused support, such as group work, accurate assessment, and target setting.
- Use of varied educational tools such as Information and Communications Technology (ICT) and distance learning.

Some of the researchers involved in this project had previously been involved in working extensively with the GRT community. For instance, one researcher had been a Head of TESS for several years. This experience could have had influenced the data collection and analysis process; for example, following up leads which support existing views or data being interpreted based on expectations from previous experience or based on knowledge of current practice.

There are some limitations with this research design. Positivist researchers could criticise this research for not using consistent questioning with each participant because the validity of findings can be affected, producing varying depths of data depending at what stage the data were gathered. However, the researchers claim that careful design and analysis of the study meant that this was not an issue and rather it

enhanced the validity. In addition, the findings of this research are time limited (March –July 1999). Therefore, strategies which were used outside of this date will not be represented.

The sample selection of professionals could be criticised for not being systematic. Instead decisions were based initially on contacts known to the researcher, following which a snowballing sample was used. This method left potential for significant professionals not being identified for involvement. In addition, a limitation with this study was the limited number of GRT interviews. This resulted in a limited GRT perspective which could have provided useful data about what GRT families themselves perceive as effective strategies. A higher number of GRT participants would have allowed detailed comparison between their views and professionals' views about what makes a positive difference to the education of GRT pupils.

There were some limitations of the data collection and analysis process. Firstly, undertaking data collection from participants already known to the researcher meant that there was a high possibility of responder bias, whereby the participant provided information that s/he knows the researcher is seeking. Secondly, some participants were interviewed in pairs, others individually. This varied method was likely to have influenced responses (for example, false agreement between participants), and researchers did not know if responses would have been different if all participants had been interviewed individually. Thirdly, in line with the interpretivist approach, data analysis focused on the voice of individual participants in terms of their reflections and constructions, and used thematic analysis. Individual voices were linked to

broader themes. This type of analysis is at risk of subjective interpretation by the researcher.

This study differs to the present study as it: extended some findings to beyond the UK, addresses the practice in more than one LA in the UK, and allowed questioning to develop and change throughout the process, rather than having a clear set of main questions. From an epistemological perspective this study differed from those discussed previously because it sought not only to understand what effective practice was used to support GRT pupils in schools, but also to understand TESS staff constructions of their working lives. As a result of the research methodology, this study achieved these aims in a more fluid manner than any of the other research discussed. Participant selection and questioning developed throughout the course of the research rather than being confirmed at the beginning of the research process.

Research project five

Derrington and Kendall's (2007, 2004, 2003) research differed slightly from those discussed above because it was a three year (2000 – 2003) longitudinal piece of research which examined the barriers to secondary school education. The aim of the research was to investigate the issue of GRT pupils' secondary school attendance and gain an insight into the difficulties they faced. Therefore, the theoretical assumption of this study was that the school system presents as a challenge for GRT pupils.

From an interpretivist perspective, using phenomenological research methods the experiences of forty four GRT pupils and their parents were tracked – the researchers aimed to understand the GRT pupils' perceptions and experiences of school. The

phenomenological approach allowed flexibility in design and close relationships to develop between the researcher and participants. In this case it allowed a holistic view to be gained, from a range of respondents. Data were collected twice a year (during year six, year eight and year nine) using interviews with parents, pupils, school staff and members of TESS, as well as postal surveys to schools and TESSs. All pupils involved in the study had attended the secondary school in question for at least two years prior to the start of the research. The interviews were recorded and transcribed. Data were analysed using interpretative phenomenological analysis.

This longitudinal study identified similar themes to other studies with regard to what is effective support for GRT pupils. Factors which supported an effective transfer to, and success in, secondary school included: parental support, having positive reports from older siblings, support from TESS, induction activities, good relationships between primary and secondary schools, parents having positive attitudes about secondary schools, high expectations shared by parents and school staff, full participation in a range of extra-curricular activities and a secure network of friends. The main barriers to education were identified to be racism, cultural dissonance and low teacher expectation. At this stage Derrington and Kendall (2003, 2004, 2007) did not extend their research to gain an understanding of how these barriers could be overcome or to use their findings to develop theory.

The relationship between researchers and participants needs to considered. Through employment prior to the research, researchers and participants were known to one another. This could impact on findings, leading to, for example, participants giving

responses that they believe to be expected or researchers interpreting responses based on their knowledge of contextual information.

The research design has some limitations. Due to the sampling process for GRT pupils and parent participants the views of the GRT community were limited in this research, as outlined below:

- GRT participants were only involved in the study if they had been in education for two years or more. This resulted in some lost data from families who did not meet this criterion, resulting in views from the most mobile members of the GRT community not being represented in their findings.
- Over fifty percent of GRT participants had left school by the end of the research project, leaving twenty-four pupils remaining. This is a relatively small sample size.
- The voice of GRT fathers was not captured.
- The sampling process was based on a snowballing method, rather than a systematic method, which could have resulted in potential participants being unidentified.

As noted earlier, eliciting the views of members of the GRT community is a common difficulty with research with GRT communities. It is also noted that the study was based in one geographical area so generalisations cannot be made due to potential regional differences.

The data collection process had some limitations. Firstly, as with much research in this field, responses are likely to have been limited by interviews being carried out by

people who were not part of the GRT community. This may have resulted in some inaccurate or incomplete responses which may have negatively affected the validity of the findings due to a GRTs having limited trust of the researcher. This problem is not necessarily overcome by having consistent researchers and close relationships with participants for a three year period because, unfortunately, this does not guarantee feelings of trust or willingness to provide accurate, open responses.

Secondly, the majority of interviews were voice recorded. This could have influenced responses and led to some lost data due to a reluctance for certain views to be recorded in this manner.

Thirdly, the timing of data collection meant that any GRT families who were away in April and November each year were not included in the research.

Finally, the use of thematic questioning during interviews could have resulted in some issues unknown to the researcher not being addressed by participants.

The data were analysed using a thematic framework, supported by Winmax data analysis software. The analysis process had limitations. Firstly, the development of close relationships between researcher and participants could have influenced this process. For example, it may have resulted in researchers basing interpretations on their knowledge of the participants, rather than focusing on their actual responses. Secondly, this approach was at risk of data being skewed to match the existing themes. For example, those identified by earlier phases of the study or by the researchers' expectations of the findings.

This study and the present study both focus on a single secondary school. Derrington and Kendall's (2003, 2004, 2007) study differs from the present study as the present study was not a longitudinal study, it was undertaken in a different geographical location, and had a smaller sample size due to number of GRT pupils on roll. In addition, the present study has identified successful practices to promote the success of GRT pupils in school, rather than focusing on identifying challenges that face GRT pupils in school settings.

Research project six

O'Hanlon and Holmes (2004) differed to the previous research projects discussed because their research had a critical epistemological orientation. Through action research methodology they aimed to understand how school-based support for GRT pupils could be improved. The theoretical assumption of this study was that potentially restrictive practices could be highlighted and changed, leading to improved educational experiences of GRT pupils.

Those involved in the research were enrolled on a twelve month course led by O'Hanlon and Holmes (2004) which supported the process of using action research in school settings to promote school success for GRT pupils. The participants who undertook the action research were an unspecified number of managers and teachers in TESSs from twelve anonymous LAs. The participants volunteered to be involved in the project.

With support from the researchers, the participants began by defining the area of investigation and identifying the challenges faced by teachers and education

professionals in the school settings, with regard to teaching and supporting the development of GRT pupils. They investigated which areas to focus upon by identifying existing practice which could be improved. Issues identified included racism, discrimination, negative attitudes and physical barriers. The participants then sought means of removing these barriers using four of the principles of action research, namely: reflection, observation, planning and action. These actions aimed to make systematic changes in educational practice monitoring the effects at participating schools to assess success.

The main outcome of this research was that the schools in question developed policies to support GRT. Based on a cross school analysis of intervention from each school involved in the action research, the central factors considered to be important in promoting the success and inclusion of GRT pupils were:

- ensuring GRT pupils felt secure and happy;
- findings ways of ensuring that GRT pupils attend school;
- having staff who are approachable;
- having staff who are trusted by GRT pupils;
- developing trusting relationships between GRT communities and school; and
- having individualised learning programmes for GRT pupils.

The researchers' backgrounds need to be considered. Having extensive experience of working with GRT communities could have resulted in suggestions for change coming from these experiences rather than from within the schools. In general, action research is beneficial because it empowers practitioners as they are involved throughout the process. It can result in organisational change (Robson, 2004). It

allows rigour, authenticity and flexible design due to close relationships between researchers and participants (Robson, 2004). All of these positive aspects of action research apply to O'Hanlon and Holmes' (2004) research. However, the methodology can be criticised for being invasive for participants (Robson, 2004) due to changes being made to their practice. As the practitioners were volunteers this is unlikely to have been a major concern.

The research design can be critiqued as follows. Firstly, O'Hanlon and Holmes (2004) do not provide detail about how much support they gave to the participants in the school settings. Therefore, validity of the findings could have been compromised if participants were not supervised sufficiently to ensure that the changes were introduced accurately and effectively. Secondly, there could be ethical issues with this research if participants were implementing changes in the school settings without sufficient knowledge or understanding of the actions that they need to take. Thirdly, these research findings cannot be generalised to other settings as they are context specific. Finally, the motive for involvement of participants needs to be considered, and this was not addressed by the researchers.

The main limitation of the data collection process was that the close relationships between participants and researchers meant that some decisions about design and data collection are not in the complete control of the researchers. This could have greatly impacted on the validity of the data (Robson, 2004) if participants made decisions without sufficient research knowledge. O'Hanlon and Holmes (2004) did not provide details about the analysis process, so this cannot be commented upon.

This research project differed to the present study considerably as it sought to make changes to practices, not to identify existing effective practices.

Research project seven

Finally, Marks (2004, 2005, 2006) published details of the 'E-Lamp' project supported by the Nuffield Foundation and the National Association of Teachers of Travellers (NATT). This research had a critical epistemological orientation. It showed how current alienating practices could be improved through GRT pupils and schools using ICT. This evaluative project differed slightly from the previous projects as it was focused on how ICT was used to support GRT pupils (especially those who travelled between geographical locations for a large proportion of the time), as opposed to overall good practice. The theoretical assumption of this study was that GRT pupils would access education more effectively if it was presented in a tangible manner.

The project has developed through many stages. Initially, twenty primary aged GRT children (specifically from Fairground families) were given laptops and data card devices which linked them to the internet via telephone networks. Later approximately, thirty secondary aged pupils became involved. The project developed further and 140 pupils had access to this equipment, as well as twenty key stage four GRT pupils who had been excluded. In the final stages 1,200 pupils were involved. The effectiveness of this technology was monitored using a tracking exercise with websites and email links between GRT pupils and school, and it focused on levels of academic progress made by distant learners.

Amongst the findings it was identified that:

- ICT was effective in developing independent learning and long distance learning;
- parental encouragement was critical;
- feedback needed to be fast;
- email links needed to be effective;
- satellite schools were useful in supporting the process; and
- a combination of face to face learning and ICT learning was desirable.

Schools needed to be committed and provide a clear structure to co-ordinate distance learning, set realistic targets for pupils, have a member of staff who contacted families regularly, and support from the TESS when needed.

This research was funded by the DfES. As with previous research discussed, this could have influenced interpretation of findings with data being interpreted in a way which met the interests of the commissioner.

The research design had some limitations. Firstly, the long term validity of the results may be questioned because the novelty of having ICT when not at school may have impacted on the effectiveness and may not be sustained over a longer period. Therefore, to enhance the trustworthiness of these findings, a long term evaluation would be needed. Secondly, the large sample size for this study suggests that the researcher had a distant relationship with participants. This could have impacted on the accuracy of results because participants may not have felt a loyalty to provide the researcher with accurate data. Finally, it would have been difficult to measure the

exact impact of the technology, as other influences will contribute to the pupils' learning which would not have been known to the researchers. To improve the validity and dependability of these findings this would need to be addressed.

Data collection and data analysis processes can be critiqued. It is unclear how schools tracked the effectiveness' of the technology – there is a chance that schools would have used different methods which could have compromised the validity of the results. In addition, this aspect of the research was undertaken by school staff rather than the researcher so aspects of the process which contributed to, or hindered, the use of technology may not have been identified. This is likely to have resulted in a reduced level of evaluation. Although further studies may be needed to explore the use of ICT interventions, this study provides useful information about potential long-term support for GRT pupils.

This study was considerably different from the present study because the focus was solely on the use of ICT and distance learning, whereas the present study examines practice within school setting. In addition, the study undertaken by Marks (2005, 2006) is on a greater geographical scale, used more participants and investigates support for children of all year groups, not just secondary aged pupils. The present study will provide insight into practices which have potential to be implemented in most schools, whereas the findings of Marks (2006) cannot easily be replicated in most schools due to cost and availability of the technology used.

Summary and implications for the present study

All of the researchers undertook their research with the aim of highlighting ways of supporting GRT pupils nationally through publication of their findings. Regardless of the criticisms relating to each of these research projects, the fact that these independent studies produced similar results, despite being in different geographical locations and using different research methods, goes some way to suggest that the results are valid and could potentially be generalised. The consistent themes generated from these research projects are outlined in the theoretical propositions in the next section of this paper.

The review of the literature allowed the following strengths of some studies to be built upon in the present study:

- The use of case study methodology to identify effective practice within a school setting.
- The use of qualitative data collection methods, such as interviews, focus groups, and questionnaires with open questions to allow detailed responses from participants.
- Participation of varied participants groups to ensure that a balanced and holistic view of the school strategies were gained.
- Triangulation of data collection methods and researchers (to allow findings to be counter-checked, to identify multiple truths, to enhance rigour of research and to address threats to validity).
- Member checking responses to ensure consistency.
- Collaborative data collection and analysis processes (between myself and RA) to ensure that the process was consistent and accurate.

- Comparison of participant groups during the analysis in order to identify agreements and disagreements.
- Using an analysis process which allowed individual voices of participants to be linked with broader themes.
- The use of thematic analysis to identify the most significant themes.

The literature review enabled weaknesses in previous research to be identified. These weaknesses included the following:

- Not building relationships with participants prior to the data collection.
- Having limited representation from the GRT community.
- Identifying case study schools based on self assessment rather using a more objective approach.
- Identifying case study schools very quickly.
- Having limited sample sizes within some participant groups.
- Having a low response rate.
- Using sample selection processes such as snowballing, rather than a more systemic approach.
- Making limited attempts to theorise findings.
- Using unclear or unspecified analysis processes.
- Having a commissioner or target audience who have pre-determined expectations about the outcomes.
- Having a limited LA professionals represented.
- Not clearly demonstrating participant numbers or analysis processes.
- Using non face to face data collection methods such as telephone interviews.
- Voice recorded GRT participants.

The studies examined also highlight a common challenge in relation to a non GRT researcher investigating issues relating to the GRT community. Responses are likely to be influenced by interviews being carried out by non-GRTs, and this may have resulted in some inaccurate or incomplete responses. Inaccuracies can occur from GRTs not sharing full information with a non-GRT researcher. Multiple realities exist, and even with objective interpretation, some realities may be missed due to an inability to participate fully in the GRT community as a non GRT researcher. In addition, interpretations from the perspective of a member of the non GRT community may be inaccurate (O'Riain, 1992).

It is acknowledged that some of the difficulties outlined above cannot be overcome fully. Where this is the case I addressed these issues within the present study. Actions which were used to enhance the validity of the research are discussed in more detail in Chapter Three. Where possible these limitations were avoided in the present study.

The limited voice of the GRT community in some of the studies demonstrated that members of the GRT community can be reluctant to participate in educational research for a variety of reasons. For example, they are a private community (Levinson and Silk, 2007), they may have had negative experiences of the education system (Witt, 2000), or they may wish to avoid interaction with perceived authority figures. Therefore, the present study aimed to address this gap by ensuring that the research design enabled GRT parents and GRT pupils to express their views in a way which was comfortable to them (for example, in their home and in groups). The voice of the GRT community was central to the present study. This resulted in the perspectives of GRT pupils and parents being represented in the findings with equal

emphasis as all other participant groups. This was achieved by taking time to build relationships between myself and members of the GRT community prior to data collection, seeking their views about preferred methods of data collection and talking to them about the project before gaining their consent for involvement.

Whilst all of these studies have identified practice which resulted in improved educational experiences for GRT pupils, none of the studies specifically addressed the issue of increasing voluntary educational participation as outlined by ecological-cultural theory (Ogbu and Simons, 1998). I suggest that this theory can be applied to GRT pupils. For example, by schools providing environments in which enable GRT parents and pupils to feel comfortable and with which they wish to continue engaging. Voluntary school attendance is likely to impact positively on social inclusion and academic attainment because GRT pupils are likely to be more self motivated, and supported by their parents, than those who do not voluntarily engage with the education system. Based on the findings of the present study, this theory is developed further in Chapter Five. This presents a unique angle for consideration in relation to GRT education.

Theoretical propositions based on themes in the research

Theoretical propositions were identified from themes in the existing research in order to help organise the present study in terms of the development of data collection tools and data analysis. Yin (2008) describes theoretical propositions as:

> "A theoretical orientation guiding the case study analysis.....The proposition also helps to organise the entire case study and to define alternative explanations to be examined." (p130 -1)

The theoretical propositions (outlined in the table below) were developed by the researcher by thematically analysing the research studies, including the seven research projects above, and eliciting consistent themes. The propositions guided development of the research questions, questioning for participants, and the data analysis (Yin, 2008). The theoretical propositions suggest that schools are most effective at achieving academic and social inclusion when a number of identified factors are implemented. The findings of the present study have been compared to the theoretical propositions in order to confirm or refute them, as well as identifying that the present study has produced new and unique findings.

Table Twelve: Theoretical propositions

Overall theme from research	**Sub-themes relating to social inclusion**	**Sub-themes relating to academic progress**
	Schools most effective when the following factors are implemented:	***Schools most effective when the following factors are implemented:***
School access	• Transport difficulties are addressed (Bhopal et al, 2000). • Access to extra-curricular activities is available (Ofsted, 1999, Derrington and Kendall, 2007, 2004, 2003).	• Attendance is monitored and addressed appropriately (O'Hanlon and Holmes, 2004). • Study support is offered when absent (Marks, 2006; Bhopal et al, 2000, Danaher, 2007).

		• Homework clubs are offered to GRT pupils (Bhopal et al (2000).
School ethos	• Inclusive ethos is apparent to pupils and parents (Bhopal et al, 2000). • All staff are approachable (Bhopal et al, 2000; O'Hanlon and Holmes, 2004). • The views of GRTs are elicited and valued (DCSF, 2009). • There is a clear celebration of, and understanding of, diversity (Ivatts, 2005). • Support to maintain GRT identity is apparent (Ivatts, 2005). • GRT pupils and parents can observe that racial discrimination is not tolerated in the school setting (Bhopal et al, 2000).	• Flexible approaches are used in the school setting (Robinson et al, 2008). • Pupils' successes are celebrated (O'Hanlon and Holmes, 2004).
Support networks	• GRT pupils having a secure network of friends (Derrington	

	and Kendall, 2007, 2004, 2003). • Buddy systems (for example, using peers/siblings) are used (Derrington and Kendall, 2007). • There is support to develop peer relationships (Derrington and Kendall, 2007).	
Focused staff support	• Staff received in/formal training with regard to meeting the social needs of GRT pupils (Robinson et al, 2008). • Staff display a positive attitude towards the GRT culture (Ivatts, 2005). • Staff offer effective pastoral support (Ofsted, 1999; Bhopal, Gundara, Jones, and Owen (2000). • GRTs pupils have a named member of staff to speak with regarding any difficulties they experience in school (O'Hanlon and Holmes, 2004).	• Staff received in/formal training with regard to meeting the academic needs of GRT pupils (Robinson et al, 2008). • GRTs pupils have a named member of staff to speak with regarding any difficulties they experience with their work (O'Hanlon and Holmes, 2004).
Teaching and learning	• Social interventions are used, as	• Gaps in learning identified, and

	appropriate, to support social inclusion (Kiddle, 1999). • GRT pupils are offered mentoring opportunities (Bhopal, Gundara, Jones, and Owen (2000). • GRT culture is reflected in the school environment (DCSF, 2009).	addressed appropriately (Danaher et al, 2007). • Academic interventions are implemented appropriately (Danaher et al, 2007; O'Hanlon and Holmes, 2004). • ICT is used to support GRT learning, where appropriate (Marks, 2006; Danaher et al, 2007). • All professionals express high expectations of GRT pupils (Bhopal, 2000). • Teaching styles are varied and flexible to meet the needs of individual GRT pupils ((Bhopal et al, 2000). • GRT culture is reflected in the curriculum (DCSF, 2009).
Leadership, policy and procedure	• National guidance with regard to meeting social needs of GRT pupils is implemented in schools, as appropriate to the setting (DCSF, 2009). • HT and SMT provide clear	• National guidance with regard to meeting academic needs of GRT pupils is implemented in schools, as appropriate to the setting (DCSF, 2009). • HT and SMT provide clear

	leadership with regard to supporting the social inclusion of GRT pupils (Danaher et al, 2007). • Long term strategies are implemented to ensure social inclusion of GRT pupils (Robinson et al, 2008). • Anti-discrimination policy actively addresses the social inclusion of GRT pupils (Robinson et al, 2008). • Equal opportunities policy is active (Bhopal et al, 2000). • English as an Additional Language (EAL) policy actively addresses the social inclusion of GRT pupils (Kiddle, 1999).	leadership with regard to supporting the academic progress of GRT pupils (Danaher et al, 2007). • Long term strategies are implemented to ensure academic progress of GRT pupils (Robinson et al, 2008). • Assessment policy actively addressees the academic progress of GRT pupils (for example, giving consideration to timings of assessments) (Bhopal et al, 2000). • Target setting is used to support and monitor progress (Danaher et al, 2007).
Multi-agency support	• TESSs supports schools to ensure social inclusion of GRT pupils (Bhopal et al, 2000; Derrington and Kendall, 2007). • All other relevant professionals support the school to ensure social inclusion of GRT pupils	• TESSs supports schools to ensure academic progress of GRT pupils(Bhopal et al, 2000; Derrington and Kendall, 2007). • All other relevant professionals support the school to ensure academic progress of GRT

	(Kiddle, 1999). • Information sharing between agencies is timely and accurate (Robinson et al, 2008; Bhopal et al, 2000). • TESSs offers specific support to GRT pupils with regard to social inclusion (DCSF, 2009).	pupils (Robinson et al, 2008). • Information sharing between agencies is timely and accurate (Robinson et al, 2008; Bhopal et al, 2000). • TESSs offers specific support to GRT pupils with regard to academic needs (Danaher et al, 2007, Bhopal et al, 2000).
Links with GRT communities	• School links with GRT community are positive (Wilkin et al, 2009; Robinson et al, 2008). • School staff have a clear knowledge of GRT pupils' educational history (Blaney, 2005). • School staff take time to build trusting relationships with the GRT community (Wilkin et al, 2009; Danaher et al, 2007). • Relationships with parents/carers are strong (Wilkin et al, 2009; Danaher et al, 2007).	• School links with GRT community are positive (Wilkin et al, 2009; Robinson et al, 2008). • Staff have cultural awareness with regard to attitudes to education (Danaher et al, 2007). • School staff have a clear knowledge of GRT pupils' educational history (Blaney, 2005). • The wider family of the GRT pupil are involved in education (Robinson et al, 2008; Bhopal, 2000). • Relationships with

	• Home- school links develop trust and communication between the setting and parents (Robinson et al, 2008).	parents/carers are strong (Wilkin et al, 2009; Danaher et al, 2007).
Communication	• Communication between staff and GRT pupils is effective (Wilkin et al, 2009; Danaher et al, 2007). • Communication between all staff involved is effective and supportive (Robinson et al, 2008).	• Communication between staff and GRT pupils is effective (Wilkin et al, 2009; Danaher et al, 2007). • Communication between all staff involved is effective and supportive (Robinson et al, 2008).

Implications for the present study

There has been some progress over the years and access to education for GRT children is improving. For example, there has been encouragement from the DCSF (2009a) for schools to improve their practice to support GRT pupils and to address the issue of their underachievement and lack of inclusion and publication of documents, such as 'Provision and support for Traveller Pupils' (Ofsted, 2003) . However, there are still significant concerns with regard to the education of GRT children (O'Hanlon and Holmes, 2004; DfE, 2011).

There are two groups of pupils within GRT communities who are considered particularly vulnerable in the education system. Firstly, those who move geographical location regularly and, secondly, those who are of secondary school age (DfES, 2003; Ofsted, 2003; Derrington and Kendall, 2004). An estimated 10,000 – 12,000 secondary school aged GRT children are not attending school (Ofsted, 2003). Some secondary schools are improving practice to support GRT pupils, but it is not the norm in all schools yet (O'Hanlon and Holmes, 2004). It is clear from the literature that schools where GRT pupils are fully included are limited (Levinson, 2008), and therefore, it is important to learn from those that do. Sustaining attainment and raising achievement once children are on roll in schools has been the main focus (DfES, 2003) of existing research, with very little research examining social inclusion of GRT pupils. Yet GRT pupils are still identified to be one of the most vulnerable groups with the education system (DCSF, 2010; DfE 2011).

Consequently, there is a gap in research knowledge relating to practice which is used to ensure that GRT pupils are fully socially included, as well as having their academic needs met. Therefore, there is clearly a need for research in this area which can contribute to improving outcomes for secondary aged GRT pupils. As a result, the present study aimed to identify effective practice which promotes the social inclusion and academic progress of key stage three and four GRT pupils, as well as considering the impact of voluntary or involuntary GRT education participation inline with cultural-ecological theory (Ogbu and Simons, 1998).

It is recognised that each individual school is unique and as a result, ways of addressing the needs of these pupils vary dramatically. Therefore, it is acknowledged that direct generalisation cannot be made. However, it was intended that some lessons about effective education of GRT pupils could be learned and shared with other schools and LAs.

Research questions

The present study built upon, and further enhanced, the picture that has been created by studies outlined in this chapter. Using the theoretical propositions as a guide, the following research questions were explored:

1. How does the school promote the social inclusion of GRT pupils?
2. How does the school promote the academic progress of GRT pupils?

CHAPTER THREE: RESEARCH DESIGN

Overview of chapter

This chapter begins by outlining the research aims and questions. Following this, the chapter presents a justification for the use of the interpretivist research paradigm and for case study methodology. The research design is then discussed, followed by details of data collection methods, ethical considerations and the pilot study data. Following this, the data analysis process is discussed. Issues of addressing validity and reliability are examined. This chapter ends with an overview of the planned dissemination of results, and a concluding summary.

Research aims and research questions

Research aims: The present study aimed to provide an understanding of a school setting, focusing on the questions below by seeking multiple perspectives from within the school context. The aim of the present study was to identify effective support strategies used to promote social inclusion and academic progress of key stage three and four GRT pupils in a mainstream secondary school. The findings confirmed some existing theories outlined in the theoretical propositions, as well as establishing new theories, using previous theories (theoretical propositions) as a template with which to compare results (Yin, 2008).

Research questions: The following research questions were explored:

1. How does the school promote the social inclusion of GRT pupils?
2. How does the school promote the academic progress of GRT pupils?

Methodological paradigm

The present study was undertaken within the interpretivist paradigm. The next section will briefly explore why the positivist paradigm was not used. This will be followed by a justification for using the interpretivist paradigm.

Rejection of positivist paradigm

Whilst the positivist approach is useful for some research, the complexity of the social phenomena and interactions of the case study school could not be measured with a necessary degree of accuracy using quantitative positivist approaches, such as experimentation. Positivist approaches are deductive and confirmatory, so do not necessarily capture the real meaning of social behaviour (Guba and Lincoln, 1994). This is because there is an emphasis on predictable, repetitive, observable features, rather than underlying complexities and constructs. This means that important qualities of human behaviour, such as our views and non-observable behaviours could potentially be missed (Cohen, Manion and Morris, 2003). As a result, this approach cannot accurately be used to understand social phenomenon because the phenomenon is not physically present, rather it is created by those involved (Andrade, 2000).

In addition, positivist approaches do not consider people's unique ability to interpret experiences and create theories (Guba and Lincoln, 1994), instead they perceive people to be passive and acting without intention. Therefore, they do not have an

opportunity to allow subjectivity, rather they focus on the development of laws, yet standardisation cannot be achieved for human behaviour (Robson, 2004). Subjectivity is needed for social research because reality is interpreted by social action such as language (Guba and Lincoln, 1994).

Overview of interpretivist paradigm

The interpretive paradigm is often used for small-scale research and aims to gain a deep empathy of the topic of study by developing an accurate understanding (Cohen et al, 2003) of all the 'layers' of knowledge (Miles and Huberman, 1994) in the subjective world of the respondents (Cohen et al, 2003). It does not seek to gain laws about phenomena, but instead gives a detailed understanding of the phenomena being studied (Miles and Huberman, 1994). This approach seeks to understand the intention of behaviours and how people interpret the world around them (Bryman, 2008) through the researcher's subjective interpretations of participants' social constructions (Andrade, 2009).

The interpretivist paradigm advocates that this is most effectively achieved through a variety of research methods, such as interviews and observations, in order to acquire multiple perspectives and to construct the reality (Robson, 2004) or multiple realities of the phenomenon being studied. In general terms, a broadly interpretivist approach has an ontological perspective that realities are formed by multiple, intangible constructions of individuals' thought which are not fixed but are alterable, and an epistemological perspective that findings are transactional and subjective, resulting from the interaction between researcher and participants (Guba and Lincoln, 1994).

The current research aimed to gain the realities from the perspective of all participants (pupils, parents, school staff, and supporting professionals) and was therefore undertaken from an interpretivist perspective.

Interpretivist approach and the present study

Whilst there is no precise definition of the interpretivist approach (Williams, 2000), it is my view that the present study is securely placed within this paradigm. It aimed to understand, not control or critique, practices within the school setting by understanding the constructions of relevant individuals. From an ontological perspective, the present study identified multiple, specifically constructed, and sometimes conflicting realities. From an epistemological perspective, the present study took a subjective approach and created findings based on a range personal constructs and interactions between myself and participants (Guba and Lincoln, 1994).

The present study examined micro concepts, such as individual perspectives and personal constructs of the case study school staff, rather than macro concepts, such as norms and expectations. In doing so, it examined how people deliberately constructed their world within a setting, rather than relying on observable behaviours. The present study focused on interpreting experiences from within one setting using multi-layered interpretations from a range of participant groups, rather than seeking norms for society or generalisations (Scott, 2000). Analysis of these data involved subjective, not objective, interpretation.

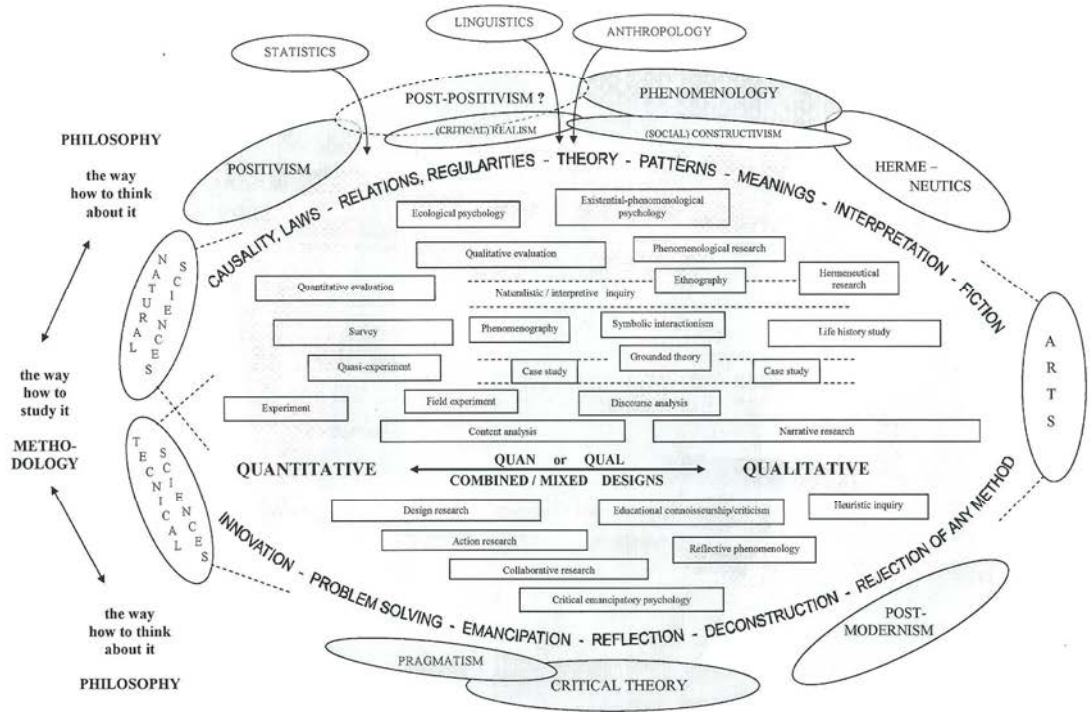
The value of the present case study being developed from an interpretivist perspective was that I was directly involved in the data collection and analysis process (Walsham, 1995) and had close interactions with participants (Guba and Lincoln, 1994) which allowed deep insight into school practices from all relevant perspectives, resulting in an holistic understanding (Andrade, 2000). All data were then subjectively analysed.

Due to this subjective nature of the analysis my professional position as an Educational Psychologist (EP) working for a LA Educational Psychology Service (EPS) impacted on the process. The research questions related to areas which were pertinent to EP practice (i.e. the promotion of positive school experiences); the study focused on identifying effective practice for GRT pupils rather than barriers to education; the conduct of the research took into consideration the ethical guidelines from relevant professional bodies; and skills which I use in my practice as an EP were evident in the data collection process, such as taking time to build relationships with the participants; putting participants at ease during the interviews; listening to participants' views and not offering my perspective; not appearing to have an imposed agenda and following leads with consideration and caution.

In addition, my identity as a researcher was significant because I am not a member of the GRT community. Therefore, I acknowledge that there may have been opinions held by GRT participants which were not shared with me for this reason. However, due to my epistemological stance, I was interested in the views of all participants and I made this clear to participants when requesting their involvement so that, although participating within the boundaries of the research methods, they had freedom to share their views.

It is acknowledged that if all research methods within the interpretivist paradigm were considered to be on a spectrum, then approaches such as ethnography, grounded theory and phenomenological approaches could be considered to have more interpretivist features (Niglas, 2010) (such as focused analysis of individual perspectives and narrative reporting styles). This would place case study methodology slightly further along the continuum due to, for example, more structured organisation and use of theoretical propositions. However, case study methodology still remains within the interpretivist paradigm, as shown in the figure below.

Figure One: Continuum of methodologies (Niglas, 2010)



I recognised that the decision to use case study methodology as opposed to any of the approaches within the interpretivist paradigm resulted in some compromises. Firstly, case studies result in thematic analysis, rather than the detailed and descriptive

analysis associated with ethnographic studies. Therefore, it is acknowledged that the present study did not produce a narrative analysis with the level of depth that an ethnographic study would provide. However, I identified this to be an acceptable compromise because the aim of the present study was to identify effective school practices from a range of perspectives, not to gain a highly detailed understanding of the GRT community's attitude towards education. Whilst an in-depth ethnographic methodology could have been used to understand, interpret and explain how an organisation works, it would not have been feasible for the present study due to the requirement for extended time in the field, extensive use of participant observation and immersion in the setting (Robson, 2004) which was not possible within the time limitations of the present research.

Similarly, the phenomenological approach was not adopted because the study did not focus solely on the experiences of (GRT) participants (Robson, 2004), rather it aimed to understand strategies employed by the school from a number of different perspectives. The analysis procedure used in phenomenological approaches which examine the detailed 'stories' of participants is not reflected in the analysis of this case study data. Therefore, the perceptions of each individual participant are not presented in the present study with the same level of detail that a phenomenological approach would have offered. Again I judged this an acceptable compromise because the aim of the study was to identify effective practices within the school setting from a variety of perspectives, rather than to gain a detailed understanding of individual experiences from a more limited number of participants.

Grounded theory allows theory to be developed inductively from data (Corbin and Strauss, 2008). Therefore, not using a grounded theory approach resulted in a lesser opportunity to generate new theory from the data. However, the present study was able to do this to some extent, during the inductive analysis process. A grounded theory approach was not selected because it involves collect data until 'saturation' is achieved. From an ethical perspective this would not have been appropriate in the present study because this could have resulted in unclear data collection plans which would not have been acceptable to school staff (discussed later in this chapter).

Finally, research methodologies from a critical epistemological orientation, such as action research methodology, were not suitable because the research did not aim directly or integrally to change or influence aspects of practice (Robson, 2004) within the case study school. Evaluative approaches were not used because the aim of the study was not to assess the worth or value of school practice, nor to seek to assist with making improvements (Robson, 2004).

Critique of Interpretivist paradigm

The interpretive approach has been subject to some criticism. Issues outlined below were considered throughout the research design, information gathering, and analysis phase (discussed later in this chapter):

- Interpretation of meaning is made by those involved (myself and participants) (Miles and Huberman, 1994).
- Detailed knowledge can only be gained about the aspects of the phenomenon observed or discussed (Cohen et al, 2003) meaning that the results will only

represent the information provided at the time of the research, by the participants involved, and, therefore cannot be generalised.

- Some believe that the interpretive approach eliminates the opportunity to create generalisations about human behaviour (Cohen et al, 2003).
- Subjective reports can be incomplete or misleading (Cohen et al, 2003).
- Definitions and realities can be imposed on people, for example, the HT could impose their views on teachers (Cohen et al, 2003).

These criticisms were fully understood during the research design process which enabled them to be addressed and overcome difficulties wherever possible (this is discussed later in this chapter in Table Twenty-Four, Table Twenty-Five, Table Twenty-Six and Table Twenty-Seven). Despite these criticisms, I judged the interpretive approach appropriate for the current research because I sought to understand the school situation as those involved perceived it.

Research methodology: Case study

What is a case study?

The term 'case study' has many meanings (Bassey, 1999). Yin (2008) defines a case study as:

> "...an empirical enquiry that investigates a contemporary phenomenon in depth within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident." (Yin, 2008, p. 18)

And he states that a case study:

> "…copes with the technically distinctive situation in which there will be many more variables of interest than data point, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis." (Yin, 2008, p 18)

A case study is used when a real life phenomena is being examined, and understanding it involves looking at contextual conditions (Yin, 2008). Therefore, case study methodology was the most appropriate design for this study. It allowed qualitative research methods to be used to fully explore the issues in a short period of time by focusing on a specific group (i.e. school) through the use of a range of data collection methods. From an epistemological viewpoint, in this application, the case study builds an understanding of an organisation (Kyburz-Graber, 2004) by gaining the various perspectives of those involved so that the views and experiences of individuals and participant groups were identified. The strengths and limitations of this approach are discussed later in this chapter.

There are several approaches to case study. For instance, Eisenhardt (1989) took the view that theory building was an important outcome from case study research. She suggested that ideally case studies should build theory rather than consider an existing theory or test a hypothesis. She believed that case studies have keys strengths such as independence from existing literature, novelty, validity and testability. She identified case study research to be an eight step process. The identified steps were: defining

research questions; selecting cases; developing data collection tools; entering the field; analysing data; shaping hypotheses; comparing with literature; and reaching theoretical saturation.

Eisenhardt and Graebner (2007) expanded this further and identified that the challenges for case study research can be overcome using strategies such as: using interview processes which reduce informant bias; providing clear justification of theory building; and providing detailed presentation of evidence in tables and appendices.

Thomas (2010) takes a different perspective. He outlined the following aspects as key to case study approaches: the use of case narrativity; use of abduction rather than expecting induction; and relying on phronesis as opposed to expecting the development of theory. He suggested that limitations of case study can be reduced by: distinguishing between the subject and the object; being aware of possible analytic approaches; and identifying conduct processes. Thomas (2011a) highlighted different researcher's approaches to case studies. This is summarised in the section below, which shows the researchers and key word descriptors of their approach:

- Merriam (1998): Descriptive; interpretative; evaluative.
- Stake (1995): Intrinsic; instrumental; collective.
- Bassey (1999) Theory seeking; theory testing; story telling.
- Yin (2008) Critical; unique; theory testing; representative.

Yin (2008) argues that an ideal model for case study should: begin with clear research questions, be based on theoretical propositions developed from existing research, use

units of analysis which access the required data, incorporate logical methods for linking the data to the propositions, and use clear criteria for interpreting the findings. This model was used for the present study. These ideal components of case study design were implemented throughout the current research, without deviation. This is demonstrated in the case study protocol (see Appendix One).

I chose to adopt Yin's (2008) approach to case study because he promotes a structured process (such as development of theoretical propositions prior to research and data analysis using pattern matching) combined with the use of flexible data collection methods. In order to successfully elicit the views of GRT participants it was essential to have this level of flexibility so that the most appropriate data collection methods could be chosen for each participant group. In addition, Yin's (2008) approach gave a framework for theory development through inductive analysis as well as theory testing through deductive processes, such as pattern matching. An approach to case study which had a more prescribed data collection element (Stake, 1995) could have comprised the success of the data collection process, or having a less structured approach (Thomas, 2011) could have resulted in an analysis process which did not meet the aims of the present study.

Why was case study methodology used?

A case study is most appropriately used when 'how' and 'why' questions are being asked about a contemporary event and the researcher has no control over the events being examined (Yin, 2008). This is the ideal methodology for the present study because I aimed to investigate a contemporary phenomenon (inclusion) within the real life context (school), asking questions about 'how' practice is delivered, without

manipulating the behaviours being studied. The case study design comes from an interpretive perspective as it enabled rich, qualitative, exploratory data to be derived.

Case study methodology has many benefits. Case studies can be used to examine current practice (Corcoran, Walker, Wals, 2004; (Kyburz-Graber, 2004), where behaviours cannot be manipulated. They provide a flexible and adaptive means of understanding *how* and *why* practice is effective (Corcoran et al, 2004) because they enable the researcher to follow unexpected leads. As a result they can reveal multiple factors that contribute to the unique character of the subject of study (Yin, 2003), in this instance, the school. They provide a rich understanding of educational possibilities and different approaches with schools (Stevenson, 2004; Walker, 1993) by examining multiple truths and realities. This is achieved through a variety of methods (Denscombe, 1998) to give depth of analysis, as well as opportunities to triangulate data collection.

Case studies allow a combination of theory testing and theory building (Bassey, 1999) using theoretical propositions (Yin, 2008) and a heuristic approach which enhances understanding of phenomena (Merriam, 1998), as well as giving a holistic view of the school, allowing more accurate cause and effect analysis (Cohen et al, 2003; Yin, 2003). Case studies seek to gain research knowledge that is valid and provides an accurate picture of the phenomena being studied, which is the desired outcome of the present study. The nature of the research questions and aims meant that case study methodology was the most appropriate methodology to research these issues.

Potential limitations of case studies and control techniques

Case studies, as with all research methodologies, have some limitations. These limitations are shown in the table below.

Table Thirteen: Potential limitations of case studies and control techniques

Potential limitations of case studies	***Possible control techniques***
Case studies have been criticised as being an approach which attempt to capture an excessive amount of data. This criticism would apply when data gathered is not fully focused on the research questions, and is collected in an unsystematic manner.	When designed with care this is not true (Merriam, 1998) because a careful research design can ensure that all data captured is relevant to the research questions. This accurate data gathering is likely to occur when a case study is designed using clear criteria and a case study protocol (Yin, 2008) (see Appendix One).
Case studies have also been criticised for simply being descriptive and having no purpose (Corcoran et al, 2004; Walker, 1993).	The present study has been carefully designed and structured using case study protocol (see Appendix One). The results will be reported in a way that will be useful to other schools as a means of developing good practice, using the findings as a model.
Case studies have been criticised for being biased and selective in order to highlight good practice (Stevenson,	The present study used a variety of research tools with numerous respondents, and had structure for data

2004).	gathering procedures which closely revealed the school strategies, in order to reveal complete, realistic, authentic findings.
Producing results which cannot be generalised beyond the immediate case study (Yin, 2003; Yin 2008) is always a consideration with qualitative data gathered within the interpretive paradigm.	The present study does not claim to have generated finings which can be generalised to all GRT pupils. The results can be generalised to theoretical propositions, but not to populations (Yin, 2008). Despite this, the results highlighted some successful practice for GRT pupils in the case study school. More significantly, the results give a detailed and accurate account of the stories of the young people, parents and professionals who were involved in the study.
Case studies can be accused of lacking rigour (Yin, 2008).	This is addressed by the whole case study design, for example, developing a case study protocol (Yin, 2003) (See Appendix One), developing systematic procedure and keeping a research diary of all activities carried out throughout the research process (Robson, 2004).
Case studies are time consuming, and	The propositions guided the data analysis,

produce massive, unreadable data (Yin, 2008).	and allowed theories to be generated. Therefore, the data were reported in a thematic form which ensured that it was readable and useful.

Having reflected on the use of case study methodology in the present study I identified that it was a highly effective method of gaining a complete and rich picture of school practice, from a range of angles (Thomas, 2011). However, I recognise that the views of individual participants were less easily identified than they would have been using other approaches within the interpretivist paradigm, such as phenomenological approaches. In order to achieve an holistic picture it was essential to have clearly identified intended outcomes from the findings. In the present study these were to identify effective school-based strategies and to compare the findings to the theoretical propositions. This clearly defined purpose ensured that findings were not simply descriptive and had a practical use. The use of a case study protocol was highly effective in ensuring that the study was structured and that data collection was targeted, focused and purposeful.

Research design

Summary of theoretical propositions

As this was an explanatory case study, theoretical propositions (presented at the end of Chapter Two in Table Twelve) were identified to support the development of the research questions, questioning for participants, and to guide data analysis (Yin,

2008). Theoretical propositions helped to understand existing theories (Yin, 2008), and supported the process of new theories being identified. These propositions helped provide a 'blueprint' for the case study (Yin, 2008), providing guidance about what data to collect and strategies for analysis (Yin, 2008), resulting in a stronger design and effective analysis (Yin, 2008). The research used to develop the theoretical propositions illustrated that the majority of the researchers in this field have used a case study approach.

Summary of methodological position

School settings consist of a set of practices and beliefs associated with interactions between school staff, pupils, parents, communities (including the GRT community), school governors and supporting professionals. Many schools experience challenges with GRT pupils. For example, GRT pupils: often begin or leave the school throughout the year, can feel socially excluded, may have gaps in their learning experiences, and their voice and that of their parents is not always heard (Derrington and Kendall, 2007). Many schools benefits from: TESS support, advice from other agencies (such as Educational Psychology Services (EPS), a team of committed staff, and varying levels of parental support. Case study was the most appropriate methodology to gain multiple views from participates, and understanding complex school practices, in order to answer the research questions (for reasons discussed earlier in this chapter).

Type of case study

Case studies can be exploratory, explanatory or descriptive (Yin, 2008). The present study used explanatory methodology. It aimed to explain what makes the school

effective in promoting inclusion for GRT pupils using a cause and effect model (Freebody, 2003). Explanatory case studies are suitable for answering 'how' and 'why' research questions (Yin, 2003; Yin, 2008; Kyburz-Graber, 2004), as opposed to 'what' and 'where' research questions. From an interpretivist perspective this allowed me to gain an holistic understanding of the school setting based on a range of participant perceptions (Eisenhardt, 1989).

Case studies can be single or multiple (Yin, 2008). An advantage of multiple case studies is that they are more compelling in creating new theory because, through replicated and cross analysis, two or more case studies are compared and produce the same finding (Yin, 2008). In contrast, an advantage of a single case study is that it allows a unique case to be examined (Yin, 2008). In this instance, the latter was more appropriate for reasons shown below:

- A minority of secondary schools have GRT pupils on roll.
- The case study school represented a unique case where effective good practice was identified for key stage three and key stage four GRT pupils.
- At the time of the research only three secondary schools in the LA were on record as having GRT pupils on roll: the case study school, one which had approximately two GRT pupils so it has an insufficient sample size, and one which is identified as not having effective support strategies for GRT pupils.
- Two other secondary schools had a small number of GRT pupils on roll. However, parents chose not formally declare their ethnicity. This parental choice, along with insufficient sample size, meant it was not appropriate to invite the involvement of these schools.

Therefore, the rationale for choosing this single case study (a unique case) could not have been met through a multiple case study (Yin, 2008). The present study used an embedded single case study. This meant that the single case study had more than one group of participants (Yin, 2008), namely school staff, supporting professionals, GRT parents and pupils.

It is recognised that single case studies are vulnerable to being identified as 'unique' inaccurately. This can be the result of inappropriate data being used at the selection process (Yin, 2008) leading to false beliefs that a case represents a unique situation. In order to avoid this, the school was discussed at length with TESS professionals who understand practice within the school. The criteria used to select the school are discussed in the next section.

Sampling

The case study school: The case study school selection was based on the professional judgement of TESS teachers who work with schools on a daily basis. They had been able to track the progress of pupils, and therefore, identify which schools were using successful support strategies to enhance educational progress and social inclusion of GRT pupils. The criteria for selection were:

- having a high number of GRT pupils;
- identification by TESS professionals of a school which has successful practice with GRT pupils;
- attendance data which showed high levels of attendance of GRT pupils (as an indication of inclusion) and
- GCSE data showing yearly improved attainment of GRT pupils.

At the time of the present study, the case study school was the only secondary school which met the criteria in the LA. Therefore, the school selected for the case study was purposely selected (Walford, 2001) as it was unique (Yin, 2008). It used good practice to support GRT pupil social inclusion and academic progress which resulted in high attendance rates of GRT pupils and academic progress as identified through GCSE and data (see Appendix Two). If the case study school had not met the above criteria, schools in other LAs would have been considered.

Individual participants: A wide range of professionals were involved in supporting GRT pupils in the case study school, and all potential GRT parent and pupil participants, were invited to be involved in the research project. This ensured that the data were complete (Yin, 2008), in the sense that they represented views from groups involved in supporting the GRT pupils. As the present study was undertaken from the interpretivist perspective, it was essential to understand school processes from the perspective of those who experienced theses on daily basis (Schwandt, 1994). This gave a balanced, holistic and detailed picture of school-based practices. The sample selection is outlined in the table below, and the number of invited participants is shown in the following table.

Table Fourteen: Summary of sampling selection of participants

Participants	Type of sample
Nine staff: • HT • Special Educational	Purposive sampling (Robson, 2004) was used to ensure that school staff who had the most knowledge of support strategies were interviewed

Needs Coordinator (SENCo) /Assistant Head Teacher (AHT) • Six Class Teachers (CT) • GRT Teaching Assistant (GRT TA)	in order to gain a rich picture of the settings and practices used. Staff involved were identified by the HT based on the knowledge that they: • taught GRT pupils on a regular basis; • understood the needs of GRT pupils; and • had a record of good practice whilst working with GRT pupils.
Ten pupils: • Four pupils in year seven • One pupil in year eight • One pupil in year nine • Two pupils in year ten • Two pupils in year eleven	Purposive sampling (Robson, 2004) was used to ensure that all pupils from the GRT community attending the case study school at the time of the research could be invited to participate. Pupils were selected for invitation based on: • identification from the HT that they are from GRT community; • GRT parents describing the family as being from the GRT community; • GRT parents accessing services for GRT families; and • whether GRT parents gave permission for their child to be involved in the research. To enhance validity of the findings, all GRT pupils meeting the above criteria were invited to be involved in the study. This invitation was offered

	verbally and in writing by the GRT TA who is known to, and trusted by, the GRT pupils.
Six parents: • Three mothers • Three fathers A further eight parents agreed to be involved, but withdrew due to family circumstances, including bereavement and site eviction.	Purposive sampling (Robson, 2004) was used to ensure that all parents from the GRT community who had pupils attending the case study school could be invited to participate. This invitation was offered verbally and in writing by the GRT TA who is known to, and trusted by, the GRT parents. GRT parents were identified based on: • identification from the HT that they are from GRT community; • GRT parents describing the family as being from the GRT community; and • GRT parents accessing services for GRT families.
Seven supporting professionals were invited to participate. They were representatives from the following services: • TESS (LA service) • Traveller Time (voluntary organisation) • EPS (LA service) • Police service (LA	Purposive sampling (Robson, 2004) was used to ensure that those who had the most knowledge of support strategies were involved in the research to gain a rich picture of the settings. The professionals were invited because: • they had opportunities to support GRT pupils within the school setting in their job role; and • they worked in the geographical area of the case study school.

service) • Housing (LA service) • Connexions (LA service) • EWS (LA service)	

Table Fifteen: Number of participants invited and who participated from each participant group

Participant group	Total meeting criteria outlined above	Percentage invited to take part	Percentage agreed to participate	Percentage who actually participated
School staff	Nine	100%	100%	100%
GRT pupils	Ten	100%	100%	100%
GRT parents	Fifteen	100%	100%	40%
Supporting professionals	Seven	100%	100%	100%

Anonymous information about the participants can be seen in Appendix Three.

Pilot study

The purpose of the pilot study was to refine data collection plans and further develop lines of questioning (Yin, 2008). Participants identified for piloting the researching

gathering tools were selected on the basis of accessibility (Yin, 2008) and appropriateness. The ideal model of the pilot study would have been to have used all of the data gathering tools in a secondary school (not the case study school) which also effectively addressed the needs of GRT pupils.

However, the ideal model for the pilot study outlined above was not possible. This was because effective support for GRT pupils in secondary schools is quite limited as many GRT pupils of secondary school age opt to leave school (Derrington and Kendall, 2007). In the LA where the present study was being undertaken there are three secondary schools which had GRT pupils on roll at the time of the research. These included the case study school, a school which had been identified as needing support with addressing the needs of GRT pupils, and a school which had only two GRT pupils on roll at the time of the research. Primary schools were not considered suitable for the pilot study because the questions and prompts would not necessarily have been relevant to this age group, and therefore, the validity of the pilot study would have been comprised. The settings and procedure for piloting each research tool is outlined below.

Pilot of semi-structured interview questions – school staff: The initial questions were checked for clarity with several colleagues within the EPS. Following this, the full interview was piloted with a SENCo in a secondary school. The school did not have any GRT pupils who met the criteria for the present study (outlined above) attending at the time of the research, but the SENCo had recent experience of supporting GRT pupils. This pilot interview resulted in minor changes to the interview. These included

changing the ordering of questions to group questions in a thematic manner and changing the wording of some prompts.

Questionnaire – professionals: A draft questionnaire was piloted with three EPs, and supporting professional (a TESS teacher working in a different geographical area). Following some minor changes with regard to clarity of questioning and enhanced detail on the information sheet, the revised version was piloted with a Senior EP and a main grade EP. Following this, further minor amendments were made to enhance the validity of the questionnaire. These amendments included, ordering of questions so that they were grouped more appropriately, improving the format of the questionnaire to enhance overall clarity, providing clearer, more succinct, definitions of the concepts being examined (social inclusion and academic progress).

Pilot of semi-structured interview questions – GRT parents: The limited sample size meant that the majority of data gathering from parents was essential for the study. Therefore, one GRT parent (from the case study school) piloted the questions, as did two non GRT parents. It was felt that this was still a useful piloting method as many of the questions were applicable to parents of all children, not just GRT parents. These pilot interviews led to improved wording and ordering of the prompts, which aimed to enhance the validity of responses.

Pilot of focus group questions – GRT pupils: All of the pupils in the case study school needed to be involved in the main study. Therefore, it was not appropriate to pilot the research tools with these pupils. Therefore, no GRT pupils were able to pilot the questions. Instead, pupils of non-GRT ethnicity piloted the questions. The pupils

were of secondary school age. Whilst it is recognised that this was not ideal, it was felt that it was appropriate as the questions could be applied to children from any minority group, not just GRT pupils. During the pilot interview some information given was not relevant to the research questions as a result of prompts not being focused enough. This led to changes in the wording of the prompts, which aimed to enhance the validity of the questioning by ensuring that prompts led to relevant and focused information being elicited. In addition, the GRT TA examined the questions and advised about how the pupils would interpret questions, which led to further changes to the prompts.

Ethical considerations relating to the pilot study: All of the ethical issues outlined for the main study (discussed later in this chapter) were applicable to the pilot study. In addition, for ethical purposes it was made very clear to those involved in the pilot study the reason why they had not been invited to participate in the full study, as outlined in turn:

- For supporting professionals this reason was that they did not work in the same geographical area as the case study school.

- For school staff this was because of limited numbers of GRT pupils in their setting, which would not provide a large enough sample size.

- For pupils and parents, the reason was that that research related specifically to support for GRT pupils in the case study school.

Data collection methods

Aim of the data gathering process

All of the data gathering tools were developed from the theoretical propositions (outlined in Chapter Two). Therefore, the main questions were the same across all participants, with adaptations for each specific participant group. The aim of the data gathering process was to ascertain if the existing theories (theoretical propositions) could be confirmed in the context of the case study school. An additional aim was to identify new theories relating to effective practice for GRT pupils.

Researchers

I was supported by a Research Assistant (RA) who was employed by the EPS to support research undertaken by EPs. In relation to the present study, the role of the RA was:

- to take notes during the pupil focus groups (pupils chose not to be voice recorded);
- to take notes during school staff interviews (to support any unclear voice recordings);
- to discuss data collection tools to allow researcher triangulation and reduce bias in the questioning and
- to support data analysis to allow research triangulation and ensure consistent thematic analysis.

Within this role the RA was trained with regard to ethical considerations, data gathering methods and research design. They were supervised by a Senior EP.

In addition, a member of school staff (namely, the GRT TA) was present during pupil and parent interviews as she is familiar to, and trusted by, the participants.

Data collection summary

The present study was designed from the interpretivist perspective. This meant that the data collection process was designed to ensure that participants had the opportunity to discuss their subjective experiences, understandings and interpretations of school practice. By gaining views from four participant groups I aimed to gain data which provided a sincere (Mingers, 2001), balanced and complete account (Miles and Huberman, 1994) of school practice.

The decision to use different methods of data gathering for the participant groups was to enable data triangulation which aims to reduce threats to validity and researcher and responder bias (Robson, 2004). All of the data collection methods were informed and developed through extensive research into the topic (Yin, 2003), resulting in the development of theoretical propositions (outlined in Chapter Two). These propositions helped develop more insightful questions about the topic, but not as a means of predicting results (Yin, 2008). For example, for the research question 'How does the school promote the social inclusion of GRT pupils?' the theoretical propositions identified the main themes abstracted from previous research. These theoretical propositions' were used to form the questions and prompts for questions relating to each theme for each participant group (see Appendix Four).

Case studies usually involve the use of a number of research gathering methods (Yin, 2003; Anderson, 1990) so that data were triangulated and supported by more than one source of data. This is a strength of the case study approach (Yin, 2008). It allows a broad range of issues to be addressed, and more importantly, the development of converging lines of inquiry (Yin, 2008). This is powerful because identifying a conclusion from more than one source produces a more convincing theory (Yin, 2008). Data from different sources was analysed to ascertain evidence to support theoretical propositions, and to identify contrary evidence (Yin, 2008). The present study used the research methods summarised in the table below. These are discussed in greater depth in the next section.

Table Sixteen: Summary of data collection methods

Method	Information Source
Semi-structured interview	SMT, CTs, and Teaching Assistants (TA)
Semi-structured interview	GRT Parents
Focus group	GRT pupils
Questionnaire	Supporting professionals

Headline questions for participants can be seen in Appendix Five and full data collection questions can be seen in Appendix Six. All research tools were introduced describing the purpose, and the respondents' right to withdraw (see discussion in the next section). The RA and I checked the questions for underlying assumptions and relevance to the main research questions. This was done through discussion about reference to the theoretical propositions (Yin, 2008) and the pilot study, ensuring that the questions fully explored the research questions. Questions were designed to have

no prior assumptions of inclusive practices in the school, and to prevent responses being led by expectations. The questions asked in the interviews were based on the theoretical propositions (outlined in Chapter Two). Questions relating to each theme identified in the theoretical propositions were asked, and the sub-themes identified for each overall theme were be used as prompts. Opportunities for unique information to be offered were given, by allowing initial responses before any prompts were given, and asking for any additional thoughts at the end of the interview. Each interview and questionnaire was divided into two parts, part one related to social inclusion and part two to academic support. During all of the interviews there was an aim to reduce the notion of myself as the researcher being an expert (Litosoliti, 2003). After the data collection period, all participants were contacted by letter to thank them for their involvement and they were sent a summary of the findings.

Semi-structured interviews: GRT parents and school staff

School staff and parents were interviewed using a semi-structured interview. Interviews with parents were undertaken in the presence of a familiar person (namely the GRT TA) for reasons discussed below. Inline with the ontological and epistemological stance of the present study, semi-structured interviews enabled individual experiences and subjective views to be explored in depth so that detailed data about participants' interpretations of the case study school were elicited. Gaining objective data was not the aim of the present study (Andrade, 2009).

Procedure – school staff: Individual semi-structured interviews were the selected method for gathering information from the school namely (including SMT members, CT and a TA). All of the interviews with school staff were all introduced in the same

manner (see Appendix Six). I conducted the interviews which ran for between twenty-five to fifty minutes each (Robson, 2004). The RA was present to take notes in case of any inaudible voice recordings or consent not been given to record. It should be noted that these notes were not used because all school staff gave consent for interviews to be recorded and all recordings were audible. Consideration was given to whether the presence of two researchers would appear as an imbalance for school staff. However, I decided that this was desirable because there was risk of loosing data due to inaudible recordings. This decision was explained to school staff and the RA kept a low profile throughout the interview process. It is acknowledged that the presence of two interviews could have affected the relationship between the school staff and myself, but the depth of information provided suggests that this was not the case.

Prior to the interviews, school staff received written information about research and they signed consent forms agreeing to participate (see Appendix Seven). The concepts that were to be discussed, academic progress and social inclusion were defined succinctly on the information sheets and were clarified at the start of the interview. The school staff interviews were scheduled in accordance with teaching timetables.

Procedure – GRT parents: I conducted interviews with parents, with the GRT TA present. This was a difficult design decision because it allowed the possibility of responses reflecting the presence of the GRT TA. For example, GRT parents could have given responses that they thought she wanted to hear or GRT parents could have on the GRT TA to support them in answer questions about school. However, this

compromise was required for ethical reasons to ensure that GRT parents were comfortable throughout the research process.

All of the interviews with GRT parents were introduced in the same manner (see Appendix Six). These interviews were not taped as respondents were reluctant to be recorded (Walford, 2001). I decided that the presence of a third person, namely the RA, could make the interview feel too formal. In addition, I decided that the GRT TA should not take notes because she was present as support for GRT parents, not as a researcher. Therefore, I recorded responses using detailed hand written notes (Gillham, 2003). This presented as a difficult design decision because I was aware that: taking notes during the interview could potentially disrupt the flow of the interview; direct quotations could not be recorded accurately; and some information might be lost in the recording process. However, this compromise was accepted because it was the most effective means of gaining the data.

The GRT parents were offered the option of the interviews taking place either in the school setting or in their home. All parents chose for the interviews to take place in their homes. Prior to the interviews GRT parents received written information about the research and signed consent forms for their own participation, and where relevant, that of their children (see Appendix Seven). The concepts that were to be discussed, academic progress and social inclusion were defined succinctly on the information sheets.

***Questions*:** The semi-structured interviews were guided conversations rather than being highly structured (Yin, 2008), so the line of inquiry was consistent (based on

the theoretical propositions) and the stream of questioning was fluid and unbiased (Yin, 2008). All interviews were designed to follow a clear general pattern:

- An introduction followed by introductory questions (see Appendix Six).
- Main questions which addressed the research questions (Cohen et al, 2003) (headline questions are shown in Appendix Five).
- A final question where respondents were able to contribute additional information (Robson, 2004).
- Closing comments when the participants were thanked for their involvement.

All questions were open to ensure flexibility and depth of responses. The questions and prompts were informed by the theoretical propositions. They were designed to ensure that respondents had complete freedom in their answers and were not directed in any way. The aim of these interviews was to understand what the school does to promote social and academic inclusion of GRT pupils, not to understand how they feel about the issue (Robson, 2004). The interview schedule for school staff and GRT parents is in Appendix Six. In the event of participants continuing to volunteer information after the closing comments (Robson, 2004), handwritten notes were made.

Justification: This method was considered suitable for the reasons shown below:

- Interviews are targeted, and focus solely on the case study topic (Yin, 2008).
- Interviews are an effective means of gaining detailed, individual perceptions of processes within an organisation (Robson, 2004), providing insightful data (Yin, 2008).

- The flexibility allows the line of enquiry to be modified as appropriate (Cohen et al, 2003).
- Leads can be followed up (Robson, 2004).
- Non verbal behaviour can be observed (Gillham, 2003) for congruence with responses.
- Interviews allow information to be revealed that I may not have considered (Robson, 2004).
- Questions can be provided to participants prior to the interview to allow them opportunity to consider the questions and their responses.
- Interviews can be scheduled at a time, and in a place, convenient to the participants.
- Interviews can be recorded which enhances the analysis process.
- Interviews allow GRT parents with low literacy levels to participate. A written questionnaire may prevent some GRT parents responding.

Potential limitations of interviews and control techniques: Possible difficulties with interviews, and methods of controlling for these are shown in the table below.

Table Seventeen: Potential limitations and control techniques

Potential limitations of interviews	**Potential control techniques**
Biases cannot be ruled out, especially when questions are poorly formed (Yin, 2008).	Researcher bias was controlled by ensuring questions were not leading, and had no biasing underlying assumptions. Effective question formulation was

	developed through the use of theoretical proposition, and having clarity of purpose for the research.
Respondent bias (Yin, 2008) can be a problem in interviews.	This was controlled, as much as possible, by emphasising the importance of honest, accurate responses and giving clear reasons for participants' selection.
Reflectivity (i.e. the interviewee saying what the interviewer wants to hear) can be a problem (Yin, 2008).	As above, this was controlled, as much as possible, by emphasising the importance of honest, accurate responses.
Lack of standardisation between researchers can lead to problems of reliability.	This was managed by devising interviewing schedules collaboratively with a RA, but ensuring that I undertook all of the interviews to provide consistency.
Interviews are time consuming in terms of information gathering and analysis.	This cannot be overcome, but the depth of information (Robson, 2004) that was gained justified the time commitment.
Vital information could be forgotten at the time of interview.	Participants were provided with the headline questions (see Appendix Five) in advance of the interviews which allowed them time to prepare responses. In addition, a wide range of prompts (based on the theoretical propositions) helped ensure that all relevant data were

	collected.

Having reflected on using interviews with school staff and GRT parents, it was clear that providing participants with headline questions was a very effective means of enabling participants to consider responses prior to the interview. This resulted in detailed and considered responses being provided. In particular, all staff commented that this had been beneficial for them.

In addition, the issue of reflectivity (discussed above) cannot be ruled out completely in relation to the presence of the GRT TA during the interviews with GRT parents. It did not appear to be a problem during the interviews, but I did not know if responses from GRT parents would have been different without the presence of the GRT TA.

Finally, taking notes whilst conducting an interview was the only option for the interviews with GRT parents. I acknowledged that this was not an ideal aspect of the research design, and is likely to have resulted in some lost data. However, as this is an activity which I undertake regularly within my work as an EP, it is anticipated that loss of data was minimal.

Focus groups: GRT pupils

Focus groups were formed in order to elicit the pupils' understanding of how their school supports them to feel happy and secure and to progress academically. As would be expected from interpretivist research, the focus groups enabled me to discover how GRT pupils defined the reality (Neuman, 1997) of what was happening

in the case study school and gained insight into their personal school-based experiences. A focus group can be defined as:

> "A group interview on a specific topic… It is an open ended discussion guided by the researcher." (Robson, 2004, p 285)

or

> "A form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather, the reliance is on the interaction within the group which discuss a topic supplied by the researcher. Hence the participants interact with each other rather than with the interviewer, such that the views of the participants can emerge." (Cohen et al, 2003 p289)

Therefore, a focus group was more appropriate than a traditional group interview because the aim of the two main questions was to generate discussion and views between the GRT pupils. The present study used focus groups for pupils from year seven, eight, nine, ten and eleven. All of the focus group questions were informed and developed through the theoretical propositions (as presented in Chapter Two) (Yin, 2008) which aimed only to establish more insightful questions about the topic, not to predict results (Yin, 2003). It was planned that pupils' focus groups would be formed of eight or fewer (Litosoliti, 2003) because any more pupils may have been difficult to manage and may have led to repetition of views (Litosoliti, 2003; Cohen et al, 2003). The focus group was carefully designed in order to maximise validity.

Procedure: The pupils were asked to self select their groups so that they were with peers who they felt comfortable talking with. This resulted in one group of six pupils and one group of four pupils. Potential difficulties were considered with this design decision because it was recognised that pupils may have not easily agreed on their groupings, and it could have resulted in conflicts. However, this risk was taken to ensure that GRT pupils felt that they had some control over the process. The organisation of the groups is shown in the table below.

Table Eighteen: Organisation of the focus groups

Pupils' year group	Group one	Group two
Year seven	Two	Two
Year eight	One	None
Year nine	One	None
Year ten	One	One
Year eleven	Two	One

The organisation of the groups in relation to age meant that views from key stage three and four pupils were presented in both groups. This was useful because pupils were able to spontaneously compare their experiences in different year groups.
The focus group began with an introduction. As pupils already knew each other, they quickly reached the 'norming stage' of group interaction (Tuckman, 1965) so limited forming stage activities were needed. The questions were sequenced purposely as follows:

- Firstly, factual questions (Stewart and Shamdasani, 1990), asking for their names and year groups.

- Secondly, introductory questions (Krueger, 1994), to ensure that their understanding social inclusion and academic progress was in-line in with the definitions presented.
- Thirdly, the two main questions were discussed (see Appendix Six).
- The session ended with a general question to allow pupils to add anything that has not been addressed (Krueger, 1994), and thanking pupils for their involvement.

The RA made written records of responses because pupils chose not to have their voices recorded. These notes were checked with pupils to ensure that they reflected their views. Following the focus groups, pupils were given the opportunity to speak with me individually if they wished. This is because it was recognised that unwillingness to respond to some questions in a group situation presents a threat to the validity of the findings. However, no pupil accepted this offer.

Questions: The focus groups were guided conversations rather than being highly structured (Yin, 2008), so the line of inquiry was consistent (based on case study protocol), but the stream of questioning was fluid and unbiased (Yin, 2008). The interview schedule for the focus groups can be seen in Appendix Six. The questions created a guide, with the intention of generating a broad in-depth discussion. The questions aim to appear spontaneous and unstructured, but had been carefully pre-determined so that they are open ended, neutral, clear, and focused with pre-determined probes (Litosoliti, 2003). Leads were followed in responses to pupils' answers, which, by their very nature, diverted from the planned prompts at times.

Justification: Focus groups are effective for the reasons discussed below:

- They allow several pupils' views to be collected (Robson, 2004; Litosoliti, 2003) in the short time frame available.
- They can be less intimidating for pupils than individual interviews (Cohen et al, 2003).
- The process allows checks to be made about consistency between views (Robson, 2004; Litosoliti, 2003).
- A range of views can be elicited (Litosoliti, 2003), allowing insightful responses (Yin, 2008).
- Group views help keep pupils focused on the topic (Robson, 2004).
- Quieter group members can be inspired by others' participation (Robson, 2004).
- Children with poor literacy skills can contribute effectively (Litosoliti, 2003).
- Language of questioning can be changed if necessary (Litosoliti, 2003).
- The flexibility allows topic, theory and hypothesis development through the revealing of new knowledge (Litosoliti, 2003).
- The topic can be discussed in a general manner which should prevent emotional responses that could occur in individual interviews (Litosoliti, 2003).
- Focus groups are targeted, and focus solely on the case study topic (Yin, 2008).

Potential limitations of focus groups and control techniques: The potential limitations of focus groups and means of addressing these issues are outlined in the table below.

Table Nineteen: Potential limitations of focus groups and control techniques

Potential limitations of focus groups	Potential control techniques
Limited issues can be discussed in detail within focus groups.	Only key topics were selected for discussion.
Input from quieter members can be missed (Robson, 2004) if particular pupils dominate (Litosoliti, 2003), potentially leading to false consensus.	This was addressed through the facilitation process (Robson, 2004) by inviting children to speak if they were giving non-verbal indicators that they wanted to contribute. In addition, the children spontaneously developed a strategy of turn taking and saying 'pass' if they didn't wish to speak. However, caution was taken to ensure that children did not feel that they had to volunteer their views.
It is difficult to ensure confidentiality in groups (Robson, 2004) because pupils may feel the need to discuss the session, particularly if they were concerned about any aspect.	This was addressed by telling pupils to talk to me, teachers or the GRT TA about any concerns. The GRT TA was the person in the school for GRT pupils to speak to if concerns arose after I left the school.
The views cannot be generalised to all pupils' perspective (Litosoliti, 2003).	The sampling process assumes a general selection of views is represented. In addition, regular checks were made with

	respondents to ascertain the significance of information to the whole group.
Views expressed may not be as significant as they appear (Robson, 2004).	Comparisons across the two focus groups were made to highlight the key issues.
Respondent bias (Yin, 2008) is a problem in focus groups.	This was controlled, as much as possible, by emphasising the importance of honest, accurate responses.
Reflectivity (i.e. the participant saying what the researcher wants to hear) can be a problem (Yin, 2008).	As above, this was controlled, as much as possible, by emphasising the importance of honest, accurate responses.
Potential unwillingness responding to some questions in a group situation, as a result of sensitive social and emotional issues, presents a threat to the validity of the findings.	Following the focus groups pupils were given the opportunity to speak with me individually or to make a written record of any issues which they did not feel comfortable sharing in the a group.

My reflections on the process of undertaking focus groups identified that this data collection method did not allow the views of individuals to be identified; rather the views of the group were generated. This was particularly true as a result of having written records, as opposed to voice recordings which would have allowed some individual identification. As individual experiences were not the focus of the present study, this was not a major compromise.

In addition, GRT pupils and I were aware of time restrictions imposed by the school timetable. There is potential that this could have limited some of the discussions, preventing some issues being discussed in more depth.

I was initially concerned that dominant individuals would influence quieter group members. However, the spontaneous use of turn taking methods developed by GRT pupils ensured that more reserved members of the group maintained the same level of contribution as other members without feelings of discomfort.

Questionnaires: Supporting professionals

Questionnaires (see Appendix Six) were the selected method for gathering data from supporting professionals. These questionnaires were qualitative and used mainly open questions as means of inviting participants to provide information about their individual experiences. They were highly structured to ensure that the relevant information was elicited. In the same way as the interview and focus group questions were designed, the questionnaires were structured using the theoretical propositions as a guide to ensure that the research questions were fully addressed. Questionnaires were the most effective method of gathering the information needed because they enabled professionals to provided detailed information, at a time convenient to themselves. Therefore, due to the varied geographical locations of the professionals, it was decided that a questionnaire would be the most time effective and would result in the highest level of participation.

Procedure: The procedure of introducing and administering the questionnaires to supporting professionals is shown in the table below.

Table Twenty: Summary of the questionnaire administration

Questionnaire information	**Questionnaire for supporting professionals**
Purpose	To ascertain how supporting professionals felt they contributed to supporting GRT pupils in relation to theoretical propositions and research questions.
Prior to questionnaires being sent	Supporting professionals were contacted by email in order to inform them about the project and ask if they would be interested in participating.
Covering letter and explanation	Further written information about the project, including who is leading the study, why professionals' views are important (Cohen et al, 2003) and ethical considerations of the study, were provided in writing (see Appendix Seven) with the questionnaire.
Administration of questionnaires	Questionnaires were posted to professionals and returned by post (in self-addressed envelopes provided), along with consent forms (see Appendix Seven).
Follow up	Supporting professionals who had not responded within two weeks were emailed to enquire if they intended to return the questionnaire. A second copy of the questionnaire and a self-addressed envelope was sent to them, if required.
Further follow up	All supporting professionals received a letter of thanks, and were assured that they would be sent a summary of the findings.

Questions: Each questionnaire had clear instructions indicating the format of the questioning to follow (Munn and Drever, 1996). Language used was clear and unambiguous (Fowler, 1993). The questionnaires consisted of open questions which aimed to: obtain data relating to unanticipated questions; gain more detailed insight and allow respondents to express their genuine view. Closed questions were used for ease of analysis of basic information (Fowler, 1993). For example, factual information such as job title and experience with GRTs. The questions were grouped thematically following feedback from the pilot study,

Justification: Questionnaires were chosen as the means of gaining information from professionals for reasons shown below:

- They are time effective (Munn and Drever, 1996; Robson, 2004) and could be completed immediately, quickly and at the convenience of participants.
- Quantitative and qualitative data could be generated (Munn and Drever, 1996; Gorard, 2001).
- Anonymity (Munn and Drever, 1996) (where possible) aims to prevent respondent bias because respondents do not feel tested.
- The structure of questionnaires can aid the analysis process.
- Questionnaires allow several members of the target population the opportunity to participate (Fowler, 1993; Gorard, 2001).

Potential limitations of questionnaires and control techniques: The potential limitations of questionnaires and means of addressing these issues are outlined in the table below.

Table Twenty-One: Potential limitations of questionnaires and control techniques

Potential limitations of questionnaires	**Potential control techniques**
Answers can be superficial (Munn and Drever, 1996).	This was controlled by explanations of how vital their perspective is to the research (Robson, 2004) and making questionnaires easy to complete (Fowler, 1993).
Low response rate is always a concern with questionnaires (Munn and Drewer, 1996; Robson, 2004).	This was also controlled by explanations of how vital their perspective is to the research (Robson, 2004) and making questionnaires easy to complete (Fowler, 1993), resulting in a one hundred percent return rate.
Questions can be interpreted differently by different people (Robson, 2004).	Numerous discussions and drafts of the questions were undertaken in order to produce focused, clearer questions (Robson, 2004) avoiding negative questions, ambiguity and unnecessary detail. The pilot process highlighted any necessary changes.
Individuals most interested in the topic are most likely to respond (Fowler, 1993). This may result in the most interested professionals responding, and losing data from uninterested	Attempts to control this occurred through information explaining the importance of their responses.

professionals. This would skew the data.	
Questions in questionnaires need to be carefully considered to ensure construct validity	This was addressed by ensuring that the wording in the questionnaires was clear and enabled relevant data to be elicited (Yin, 2003).
Responder bias can occur if participants provide answers which provide false realities, reflect the political line rather than the reality or the individual's views on the topic.	This was addressed by emphasising the reason for choosing the school, the importance of accurate responses (Yin, 2008) and providing anonymity.

The use of questionnaires as opposed to other data gathering tools was carefully considered. I decided that the shared language between professionals meant that questionnaires would gain the relevant information in a time-effective manner and would potentially result in a greater level of professional involvement due to the lesser time commitment. I acknowledged that the depth of the data may have been compromised by using this data collection method, but the level of professional involvement may not have been one hundred percent if a more time consuming data collection method was used. I recognise that I could have chosen to interview supporting professionals who identified themselves as having an active role in supporting the education of GRT pupils. This could have helped to develop their views further. However, it was not possible within the timeframe of the research.

Ethical considerations

The core ethical tensions in the present study are outlined below.

Maintaining relationships: Ensuring that the relationship between school staff and GRT participants was not negatively affected by the research was of high importance. This was highlighted by the HT as a concern prior to the research. Therefore, I ensured that participants were: aware that they could withdraw at any time; informed about the purpose of the research; and were not pursued for involvement following withdrawal from planned interview dates. This last point did result in some lost data from GRT parents, but this was an acceptable compromise due to ethical concerns.

Anonymity: GRT participants did not want to be identified. Therefore, I ensured that: no names were used; the school identity was not revealed in verbal or written reports; and organisation names were changed.

Consent: Due to the low literacy levels of the GRT participants, it was important to take additional time to ensure that they fully understood the purpose of the study. Therefore, the information was provided based on individual requirements, methods included face to face discussions with myself and the GRT TA, telephone conversations and written information.

Addressing ethical considerations promoted a high level of professionalism (Health Professions Council (HPC), 2008) and ensured the protection of respondents (British Psychological Society (BPS), 2002). The principle ethical considerations are outlined

in the table below, and these issues are discussed in depth in the EC2 form (see Appendix Seven).

Table Twenty-Two: Summary of ethical considerations and actions to address concerns

Ethical consideration	Action taken to address this issue
Status relationships/power imbalance	• Particpants assured that they were not being assessed. They were made aware that the school has been selected due to good practice in the school. • The aim in all interview settings was to reduce the notion of myself being the expert (Litosoliti, 2003).
Confidentiality	• All records were accurate and participants were informed that they would be kept in confidential files only accessible to me. The files will be destroyed after of 10 years after publication (Miles and Huberman, 1994; Oliver, 2003). The files are kept in locked filing cabinets. • Responses by adult respondents remained confidential (Cohen et al).Pupils responses were heard by other members of the group, therefore confidently is difficult to promise (Litosoliti, 2003). This was discussed with pupils.
Consent	• All participants were given detailed verbal and written information about the research (see Appendix Seven) before agreeing to participate. • Parental consent was gained for all pupils because the pupils

	involved were under 16 years (BPS, 2002; Association of Educational Psychologist (AEP), 2003; British Educational Research association (BERA), 2004; Miles and Huberman, 1994).
Sensitive issues	Procedures were established in the event of a pupil becoming distressed (Oliver, 2003) or making any disclosures. The nature of questioning made this an unlikely event. This strategy was not needed.
Freedom to withdraw consent	All respondents were aware that they could choose not to answer particular questions if they felt uncomfortable, and that they could leave the interviews at any point (BPS, 2002; BERA, 2004).
Post interview information	• Respondents were provided with information to fully understand the research (BPS, 2002). • Time for questions was timetabled after each interview and at the end of the study.
Research objectives and findings	Everyone involved was aware of the research objectives (BPS, 2002; Litosoliti, 2003) prior to data collection.
Anonymity	The identify of all individual participants and the school remains anonymous - pseudonyms were used for job titles, as needed.
Question content	The HT and SMT confirmed that they were happy for staff to be asked about their leadership in relation to GRT pupils.

Procedure: Research timetable

The table below summarises of the main tasks undertaken throughout the course of the research.

Table Twenty-Three: Procedure summary

Date	Summary of activities undertaken
Autumn term 2010	• Completed literature review. • Completed the design of data gathering tools. • Identified case study school. • Identified participants to invite within case study school. • Secured assistance of a RA and ensured that they were fully informed about the research. • Informally met members of the GRT community (pupils and parents).
Spring term 2011	• Invited and confirmed participants from all participant groups. • Piloted all data gathering tools. • Amended data gathering tools accordingly. • Shared all question to be asked about the school with the school SMT. • Information about the study and headline questions shared with all participants. • Informed consent gained from all participants.

	• Interviews with GRT parents carried out. • Interviews with school staff carried out. • Focus groups with GRT pupils carried out. • Questionnaires sent to supporting professionals.
Summer term 2011	• Data analysis undertaken. • Draft thesis completed.
Autumn term 2011	• Final thesis write up completed.

Data analysis: Overview and procedure

It is recognised that data analysis is one of the most difficult aspects of case study methodology and that there is no prescribed procedure (Yin, 2008). Therefore, it needed to be carefully planned in order to address research questions adequately. The chosen methods used are described first, followed by a description of procedures involved.

Part one - Thematic analysis of participants' views (inductive analysis)

The inductive analysis enabled datasets from each participant group to be analysed. This phase of analysis did not rely on the theoretical propositions. The aim of the process was to consider responses from individuals within each participant group in order to identify: key themes that were significant to the groups; agreements and contradictions within the groups; agreements and contradictions between the groups and to hypothesis about any apparently latent themes.

Part two - Pattern matching and explanation building* (*deductive analysis)

'Relying on theoretical propositions' was used for the deductive analysis .Yin (2008) identifies this as the preferred strategy for analysis of case study data. This meant that the propositions used to develop research questions and to gather data were also used to analyse the data. The theoretical propositions became theoretical orientations which guided the analysis, helped organise the case study data, and define alternative explanations to be examined (Yin, 2008), namely data which did not fit in with a proposition.

I analysed the data using a specific pattern matching technique (Miles and Huberman, 1994) known as explanation building (Yin, 2003). This method was selected as it is most appropriate for explanatory case studies. Pattern matching compares the empirically-based pattern with the predicted one (theoretical propositions) (Yin, 2008). Explanation building takes this one step further and uses the data to build an explanation about the case (Yin, 2008). The data are 'explained' by identifying causal links or 'how' or 'why' something happened. Careful question design ensured that these explanations were elicited and this enhanced the validity of the findings.
This process can be undertaken manually (Miles and Huberman, 1994) or using computer packages. Specialised computer programmes are more effective at: organising information; handling large amounts of data; allowing all text to be analysed; developing consistent coding schemes (Robson, 2004); annotating data; and browsing through the text (Richards, 1999).

Part one – Inductive analysis: procedure

The data generated from each participant group was analysed. During this manual process, themes identified were based on participant responses with no reference to theoretical propositions. Levels of agreement and disagreement between participants within each participant group were examined. Similarly, levels of agreements and areas of contradictions were examined between participant groups. This information was later incorporated into the deductive analysis to highlight which participant groups emphasised particular themes. I undertook this process manually using an approach based on methods advocated by Miles and Huberman (1994). This approach is presented in Chapter Four. In summary it involved the following:

1. *Data display:* Coding categories were developed from the data (with no reference to theoretical propositions). A new category was established for every new topic identified by particpants. These categories were colour coded.
2. *Conclusion drawing:* Miles and Huberman (1994) suggest thirteen ways in which meaning can be generated from data. I used:
    - 'noting patterns, themes and trends' to identify key patterns, themes and trends reported by participants within each group;
    - 'making contrasts and comparisons' which enabled me to compare responses within and between participant groups; and
    - 'making conceptual/theoretical coherence' which, along with the deductive analysis, enabled me to compare the data to theories as well as new generate theories.

Part two – Deductive analysis: procedure

The theoretical propositions (see table twelve) were identified based on previous research findings. They structured the analysis in order to ascertain if these factors contributed to effective practice in the case study school. All of the data were stored in Nvivo.

Nvivo was an effective method of supporting the analysis of data because it allowed me to code the data using numerous categories, which can later be merged or separated. Data could be linked, coded and shaped in order to manage and synthesize emerging information. Nvivo enabled new understandings and theories about the data in order to test answers to research questions (Richards, 1999). This sophisticated level of coding could not be achieved manually. Each interview constituted a document. Nvivo allowed every document to be analysed so that all communication from all documents is drawn together to show how often particular categories were discussed, who discussed each category and allowing all parts of the study to be integrated (Richards, 1999). It is recognised that this type of software does not do the analysis, rather it can support with coding and categorising large amounts of data (Yin, 2008).

Each piece of data (i.e. each interview or questionnaire) was analysed in turn. Responses which matched the theoretical propositions were coded as such. The theme names of theoretical propositions was continually revised and checked to ensure that they reflected the content of the data. Therefore, the computer package Nvivo was used in order to support the analysis of the data from interviews, focus groups and

questionnaires. The purpose of such packages is to organise, manage, and understand data (Richards, 1999), not to do the analysis (Yin, 2008).

Themes which were not featured in the theoretical propositions and therefore appeared to be unique to the case study school were identified to create new theories relating to effective practice for GRT pupils. Extensive discussion between the myself and RA about the case study protocol, theoretical propositions and research questions ensured that all data were analysed consistently.

All the data were used, and categorised (Gillham, 2003; Miles and Huberman, 1994). The data linked findings which reflect critical insights into current theory shown through the theoretical propositions (Yin, 2008), as well as producing new knowledge (Kyburz-Graber, 2004). It is usual for this type of analysis to be reported in a narrative form, using theory building structures (Yin, 2008). The data were analysed as a complete group of data (i.e. data from all groups of participants), rather than each group of participants being analysed separately. This was because the data were analysed in terms of identifying the total number of comments made relating to each theme (Miles and Huberman, 1994). This narrative can be found in Chapter Four.

Potential limitations with analysis and means of controlling the difficulties

Potential limitations associated with data analysis are shown below:

- There is a danger that researchers can stray from the original topic of interest (Yin, 2008). It was ensured that the research aim and questions, the case study protocol, and the theoretical propositions were continually referred to during the process to prevent this difficulty (Yin, 2008).

- There is also the danger of becoming rigid with codes established. The analysis ensured that the necessary changes can be made throughout the process.
- Data generated by a computer package such as Nvivo still needs to manually checked in order to ensure consistency and accuracy of coding. This occurred during extensive discussions between the RA and I.
- The reliability and validity of coding is always a concern with qualitative data. This was addressed by 'member checking' (i.e. checking interpretation of responses) for accuracy during and at the end of the interviews and focus groups (Miles and Huberman, 1994).

To ensure that high quality analysis was achieved, the following was considered:

- All data gathered was analysed and attended to (Yin, 2008).
- The analysis remained focused on the research questions, avoiding becoming distracted by less significant topics (Yin, 2008).
- Theoretical propositions and knowledge of the topic were used to enhance the analysis process (Yin, 2008).
- Novel and unexpected responses were acknowledged and included (Robson, 2004) to generate new theories.
- Data analysed in the early stages of the process were checked throughout the procedure to ensure consistency across the entire analysis process (Robson, 2004) (this is discussed in depth in Chapter Four).

Presentation of findings

The development of theoretical propositions helped organise and focus the data (Miles and Huberman, 1994). The data were compared with the theoretical propositions in order to ascertain support for existing theories, and to identify new theories generated from the data. The findings were presented in relation to the theoretical propositions, along with new themes identified. The themes were presented in order of significance according to the findings of the present study (this is discussed in depth in Chapter Four).

Validity and reliability

As with all research, there are issues of validity and reliability, which need to be addressed in order to enhance the quality of the research. This ensures that the case study is a scientific means of addressing research questions, rather than a mere description of the situation.

In summary, potential threats to construct validity in the proposed study include having research methods which do not measure as intended, lack of objectivity, and responder bias. Potential threats to internal validity include making inaccurate causal links, having incomplete/inaccurate accounts, and not exploring other theories. Potential threats to external validity include lack of caution during data analysis. Potential threats to reliability in the proposed study include inability to replicate the study, lack of consistency between researchers, lack of consistency across research methods and biased results. These threats are discussed in the tables below.

Construct validity

Construct validity refers to establishing correct, objective measures for the concept being studied (Yin, 2008) so that methods measure the intended aspects.

Table Twenty-Four: Threats to construct validity and control techniques

Threat to construct validity	**Steps taken to control threats**
Having research methods which do not measure what they are intended to measure.	Triangulation refers to using multiple sources in order to enhance rigour of research and address threats to validity (Robson, 2004). Triangulation of research evidence (Yin, 2008; Kyburz-Graber, 2004; Bassey, 1999; Miles and Huberman, 1994) and researcher triangulation resulted in conclusions not being based on a single piece of evidence and not representing only one researcher's perspective.
	Participants were given copies of the headline questions (see Appendix Five) prior to the interviews/questionnaires in order to allow them time to consider the questions and their responses. Participants were also reminded that they did not have to answer any question that they did not feel was relevant to them.
	I designed the questions, which were then shared with the RA in order to discuss the wording to ensure that they elicited the intended information. Questions were revised several times prior to the pilot study (Robson, 2004).
	Questions were piloted to ensure that interpreted as intended (Robson, 2004; Yin, 2003). Questions were revised following

	the pilot study.
	A case study protocol (Yin, 2008; Robson, 2004, Kyburz-Graber, 2004) and theoretical propositions (Yin, 2008) guided the research to ensure that it remained focused on the research questions.
	Establishing a research diary (detailing all decisions and methods) (Yin, 2003; Robson, 2004; Kyburz-Graber, 2004; Bassey, 1999) allowed careful monitoring of processes and helped maintain the focus of the data gathering process.
	Underlying assumptions of each question were analysed (Walker and Walker, 1998) prior to the data collection to ensure that they addressed the intended issue.
	A common definition of GRT, social inclusion and academic progress was agreed to ensure that the RA, participants and I were discussing the same concepts. These definitions were given to participants both verbally and in writing prior to the data collection.
Lack of objectivity during data collection through an imposed framework (Robson, 2004) due to researcher bias.	Discussing the findings with a key member of staff to ascertain if the school was represented correctly (Yin, 2003; Bassey, 1999), and member checking (i.e. clarifying interpretation of responses) with participants at the end of the interviews and focus groups addressed this issue.
	'Member checking' (i.e. checking interpretation of responses) throughout the interviews and the focus groups for accuracy (Mile and Huberman, 1994; Robson, 2004; Yin, 2008) aimed to

	ensure objectivity.
Respondent bias (Robson, 2004)	Emphasising the reason for choice of school and the need for accurate answers (Yin, 2008) addressed this issue.

Internal validity

Internal validity refers to ensuring that casual relationships are established with accuracy (Yin, 2008), and the data gives an authentic picture (Miles and Huberman, 1994) of the school.

Table Twenty-Five: Threats to internal validity and control techniques

Threats to internal validity	***Steps taken to control threats***
Making a causal link between two factors, without having an awareness of other factors which may influence the links (Yin, 2003).	Pattern matching and explanation building (discussed above under the tile 'Data analysis: pattern matching and explanation building') during the analysis stage highlighted the main causal links, as well as new and rival explanations (Yin, 2008).
	Areas of uncertainty were identified during the analysis stage, not ignored (Miles and Huberman, 1994).
	Careful question design and piloting endeavoured to ensure that responses were interpreted accurately, which in turn enabled accurate causal links to be elicited.
An incomplete or inaccurate account (Miles and	Triangulation of data collection methods and researchers allowed findings to be counter-checked (Cohen et al, 2003; Yin, 2008).

Huberman, 1994).	Member checking with participants for accuracy (Miles and Huberman, 1994; Stake, 1995; Bassey, 1999) during or after the interview (Yin, 2008) addressed this issue. Also, additional time was timetabled to allow for participants wishing to add new information (Yin, 2008).
	Full information about the project (at the consent stage) was provided in an attempt to generate enthusiasm for the study, resulting in rich, authentic data (Miles and Huberman, 1994). In addition, GRT participants were interviewed in the presence of the GRT TA with whom they were familiar, in order to encourage them to feel comfortable and confident to answer honestly.
Not considering other theories and explanations (Robson, 2004)	Rival explanations were addressed, and refuted or accepted when causal relationships were established (Yin 2003) and new information was not ignored (Miles and Huberman, 1994), instead it was used to generate new theories.
	Seeking data which disconfirms developing patterns, rather than simply searching for supporting evidence (Miles and Huberman, 1994) was the continual aim throughout the data collection process.

External validity

External validity occurs when there is an established domain to which a study's findings can be generalised (Yin, 2008) and transferred to other contexts (Miles and Huberman, 1994).

Table Twenty-Six: Threats to external validity and control techniques

Threats to external validity	***Steps taken to control threats***
Producing results which cannot be generalised beyond the immediate case study (Yin, 2003) due to lack of data (Miles and Huberman, 1994) based on a single case study (Kyburz-Graber, 2004).	Extensive reading of current theory was used to inform design study, leading the theoretical propositions (Miles and Huberman, 1994; Kyburz-Graber, 2004; Yin, 2008). This study does not make any claims to allow generalisation to other settings.
Lack of caution when interpreting and comparing results from various data sources (Miles and Huberman, 1994).	RA and I worked collaboratively in data collection and to interpret results to ensure that the process was consistent and accurate.
	Findings include detailed descriptions in order to enable readers to assess the potential of transferability to their setting (Miles and Huberman, 1994).

Reliability

Reliability refers to the ability to repeat a case study and reach the same conclusions. The objective is to ensure that, if the same case study was repeated, the same findings and conclusions would be gained (Yin, 2008). The goal of reliability is to minimise errors and biases in a study (Yin, 2008).

Table Twenty-Seven: Threats to reliability and control techniques

Threats to reliability	**Steps to control reliability**
Inability to replicate results due to poor recording of data collection and analysis procedures (Yin, 2003).	All procedures were documented so that they could be easily repeated (Yin, 2003; Kyburz-Graber, 2004) through the use of a research diary (outlined under the tile 'Procedure: Research timetable'). This ensured that the RA and I could trace steps of data collection, and understand how decisions were made and justified at the analysis stage (Yin, 2008, Robson, 2004).
	A case study protocol (see Appendix One) was devised to facilitate data collection and make plans explicit to everyone involved in collecting data (Yin, 2008).
Lack of consistency between researchers (Miles and Huberman,	I devised clear research questions, with congruent study design (Miles and Huberman, 1994) and discussed these at length with the RA.
	During the analysis stage the themes were extensively discussed between myself and the RA to ensure accurate coding systems.

1994).	
Inaccurate recording of results.	A case study data base was devised where all data were stored in a formal and logical manner clear to myself and RA, as necessary (Yin, 2008; Kyburz-Graber, 2004). This was stored in computer based word document files initially, and later in Nvivo (Richards, 1999).
	Member checking participants' responses with them for accuracy of meaning (Miles and Huberman, 1994) was undertaken throughout the interviews, and at the end of interviews.
Lack of consistency across research methods (Miles and Huberman, 1994).	Research tools were informed by current theory (Miles and Huberman, 1994; Yin, 2008) in the form of theoretical propositions.
	I designed the data collection tools based on the research questions and the theoretical propositions with clear links between all three aspects (Yin, 2008) (see Appendix Four).
Biasing results (through, for example leading questions)	Coding check during analysis was carefully decided to ensure agreement (Miles and Huberman, 1994) about what each theme represented.
	Data were collected from various respondents on more than one occasion (Miles and Huberman, 1994in order to maximise data collection). The data collection period was five weeks.
	Both RA and I reviewed data collaboratively (Miles and Huberman, 1994) during the data analysis process.

	Question design was carefully considered to avoid leading questions and the pilot study checked that questions were interpreted as intended.

Dissemination of findings

I anticipated that the findings would clearly identify:

- successful methods which have been used to promote the social inclusion of GRT pupils and
- successful methods used to promote the academic progress of GRT pupils.

The findings have been, or will be, disseminated in a variety of ways, as summarised in the table below.

Table Twenty-Eight: Plan for dissemination of findings

People with whom to share findings	How findings will be disseminated	Purpose of dissemination
Professionals such as the TESS, EPs, and other supporting professionals.	Research summary and training sessions.	Professionals can offer consultation to schools who are interested in developing their practice with GRT pupils.
School staff of case study school.	Research summary (verbal or written).	Reinforce their successful practice and encourage them to continue with their

		successes.
Other schools in the county.	Research summary and training sessions.	It is intended that the findings will be used to develop a training package that can be delivered to schools, on request, by their visiting EP and other professionals. This would ensure that effective practice is shared for the benefit of other pupils. This can be shared with schools via professionals such as the EPS and the TESS.
Parents and pupils involved.	Research summary (verbal or written).	To help GRT parents to see their own role in supporting educational progress and social inclusion, and encourage them to continue to do so in the future.
Other GRT families who are interested.	Research summary (verbal or written).	To help encourage other families to support their children with their school

		work and development of social relationships.
Professionals nationally (such as EPs and teachers).	Journals publication.	Journals publication would help current effective practice in the LA to be made public, allowing other schools and LAs to benefit from the identified successes.

Summary

The aim of the present study was to identify effective support strategies used to ensure social inclusion and academic progress of GRT pupils. The research aimed to confirm existing theories and establish new theories, using previous theoretical propositions as a template with which to compare results (Yin, 2008).

The present study was designed to address the following two research questions:

1. How does the school promote the social inclusion of GRT pupils?
2. How does the school promote the academic progress of GRT pupils?

This was achieved through the use of case study methodology, which had the advantage of identifying the valid and authentic perspectives of several groups of participants as well as providing in-depth data through interviews and questionnaires, without manipulating the behaviours within the school. I addressed limitations of case study deign, such as it being a methodology which can lack rigour, through, for example, careful data collection design, use of a case study protocol, and having clearly defined focus.

Issues of validity and reliability were addressed through, for example, triangulation of research evidence, development of clear definitions of key terminology, development of theoretical propositions, carefully considered question design. The main ethical consideration for this study was ensuring that school relationships with GRT parents were not negatively affected. This was addressed through use of a purposive participant sampling, which was guided by the HT of the case study school.

This study was not designed to be generalised to other settings and other GRT pupils. However, it does offer some information about how the needs of GRT pupils are met in the case study school, and these strategies have potential to be implemented in other settings. The results, guided by theoretical propositions, can be seen in Chapter Four. Further comparisons between the results of this study and the theoretical propositions, as well as an evaluation of this study are discussed in Chapter Five.

CHAPTER FOUR: PRESENTATION OF FINDINGS

Overview of chapter

This chapter begins with an introductory section which outlines participant groups and the format of data presentation. Following this, the findings from part one (inductive analysis) and part two (deductive analysis) of the data analysis are presented. Finally, there is an overall conclusion of the findings.

Introduction

Participants: The maximum number of participants referred to is twenty-four (consisting of nine school staff, seven supporting professionals, two groups of pupils and six parents). For the purposes of this thesis, when a group of participants is referred to (i.e. the group of school staff, supporting professionals, GRT pupils and GRT parents), they are referred to as a 'participant group'. The participant groups are shown in the table below. More information about all of the participants can be seen in Appendix Three.

Table Twenty-Nine: Overview of the participants within each participant group

Participant groups			
GRT pupils	**GRT parents**	**School staff**	**Supporting professionals**
Group one (seven pupils) Group two (four pupils)	Three mothers Three fathers	HT SENCo / AHT Six teachers GRT TA	TESS (LA service) Traveller Time (voluntary organisation) EPS (LA service) Police service (LA service) Housing (LA service) Connexions (LA service) EWS (LA service)

Analysed data: The large quantity of data analysed and the names used throughout the interviews mean that is it not possible to include all interviews and thematic analyses in the appendices. Therefore, some examples have been provided. Examples of a GRT parent interview transcript, a GRT pupil focus group record and a completed questionnaire can be seen in Appendix Eight. Evidence of the analysis process can be seen in Appendix Nine, including a summary the themes identified by both analysis processes; a worked example of the inductive analysis process using an interview with school staff; subtheme 'professional support for staff' from the theme 'multi-agency support' analysed in relation to social inclusion; and the subtheme

'culture in school' from the theme 'teaching and learning', analysed in relation to academic progress. These themes were selected for the appendices because they did not contain any information which would identify the participants.

Data presentation: The data is presented in two sections. Part one, the inductive analysis, enabled data from each of the four participants groups to be analysed separately to identify themes generated by the groups. The purpose of this analysis was to compare responses within each group, make comparisons between groups and identify any latent themes. Part two, the deductive analysis enabled the combined results from *all* participant groups to be considered. The reasons for this are outlined below:

- Themes are ranked by significance according to the *total* number of references made to each theme (Miles and Huberman, 1994).
- The participant groups varied in size. Therefore, comparing the number of references to each theme from each group would not provide a fair comparison. This is because, for example, smaller participants groups could logically be expected to make fewer references in total, than larger participant groups.
- The participant groups provided data through different research gathering methods. This meant that comparing participant group responses may not have led to accurate conclusions. For example, school staff made the most references which could be hypothesised to be because the individual interviews allowed more opportunities to express their views than other data gathering methods.

The importance of the reader being able to identify which participants made reference to each theme is recognised. Therefore, this detailed aspect of the data in summarised in Appendix Ten for both research questions. The findings are discussed further in Chapter Five.

Findings (part one): Inductive analysis

Thematic analysis of focus groups with GRT pupils

Theme one: GRT pupils identified the importance of having responsive and trusted school staff who they could talk to about any issues. For example, they said:

"If I have got any problems, (GRT TA) sorts it out, we can talk to her easily…. she helps teachers to try to understand about Gypsies."

"She took me out to the corridor for some time out when I was upset."

"My tutor teacher is alright and I could speak to her."

"(GRT TA) makes us feel welcome and happy."

"We know which teachers to go to."

"Some teachers are alright to talk to."

"(GRT TA) helps us a lot….Yeah (GRT TA) helps us a lot."

"(GRT TA) helps us mostly."

Theme two: GRT pupils also identified the importance of having particular members of staff with who they could discuss their work. Both focus groups referred to the GRT TA in relation to this issue:

"(GRT TA) sometimes takes me out of the lesson. When she does she helps me understand the work."

"If we need help we talk to (GRT TA). If there is a problem she helps us a lot."

"(GRT TA) doesn't take me out of lessons like she used to, but she does with some others. That helped me a lot."

"(GRT TA) is the person who helps with work if we are stuck or find it hard."

"(GRT TA) helps with school work. She took me out to the corridor for some time out when I was upset. She also comes to lessons and form and asks about my targets and what I find difficult."

"(GRT TA) helps me if I need to be moved up and down in groups for subjects."

"(GRT TA) helps me in DT a lot, she does work with me."

These responses were from both focus groups - there was agreement between the groups. This is shown by the similar responses given. It is interesting to note that both focus groups spoke at length about the role of the GRT TA in supporting them in their work. In contrast, only one focus group identified other school staff, such as class teachers or the SMT, supporting with their work and make learning accessible:

"(AHT) helps us with any work we might have, also (GRT TA) and (HT)."

"(GRT TA) and (HT) help me if I'm behind, they help me to catch up on any work."

"(Teachers) help me catch up and explain any work that I don't understand."

"My teacher tries to talk to my mum about my work."

"(SENCo)'s lessons are fun and we go to him because he treats us the same as all the other students, and doesn't act differently with us. His lessons are also always fun and interesting."

It is only possible to generate a hypothesis about the why the two groups presented different responses. The difference in support accessed could reflect. For example:

- that there are different needs of pupils within the school setting (i.e. focus group two needed more teacher support);
- that pupils in focus group two actively sought support from other school staff; or

- that pupils in focus group one have more established alternative methods of support (see below).

Theme three: GRT pupils identified the importance of having secure friendships in the school setting. GRT pupils in focus group one reported:

"Seeing my friends at break time makes me happy."

"Seeing all the girls makes me happy because school is the only place that I get to see them as we don't all live on the site anymore."

"It makes me feel happy when we are all together as then we stick up for each other. We always meet up every lunch and break to see each other."

"We always regroup and meet up again. We like to be together but we do have friends who aren't Gypsies too."

"We try to stick up for each other. We rely on one another for support."

Consistent responses were given by GRT pupils in focus group two:

"We do have friends that aren't Travellers."

"Because some people don't live on site anymore, coming to school is good, because it's the only place I really get to see them now. So spending time with friends is the best bit."

"Other children do sometimes help us."

It is interesting to note that GRT pupils referred to seeking social interaction with non-GRT peers as well as GRT peers, suggesting significant experiences of social

inclusion.

Theme four: GRT pupils in both focus groups identified their enjoyment of accessing learning in a range of ways (such as through trips or after school clubs). For example, they said:

"The things we do with (GRT TA) are great, (we) really enjoy going out with her and doing things, like us going to the xx project."

"We also go out for activities and exhibitions which are really good."

"I love going out and doing things with (GRT TA)."

"Going out with (GRT TA) is always good fun, we get to do stuff that couldn't do in classroom."

"Going out for exhibitions and activities are good."

"(We) do get to do rugby - that is good."

I hypothesised that these types of activities enhanced the pupils' sense of belonging in the school by giving them informal opportunities to interact with their peers, which promoted their social inclusion.

Theme five: Gaining support with school work from their peers and parents was also identified consistently by both groups of pupils. Quotes below are from focus group one:

"We all really get together and help each other with work at school and at home. We don't call upon teachers for help, we ask each other."

"We ask each other if we need help with work, (we) don't go to anyone else."

"Sometimes my mum or dad may help with work."

Focus group two also identified peer support as being important in helping them with their work:

"We go around to each others' place and help with work at home."

"Other children do sometimes help us, we do have friends that aren't Travellers and they are normally alright if we want help with anything. Some of my non-Traveller friends are from primary school, so we moved up to secondary school with them."

"My mum and dad will help me with homework if I ask"

Some GRT pupils reported seeking support from non-GRT peers as well as GRT peers. This suggests that a high level of social inclusion has resulted in GRT pupils extending their strategies for supporting academic progress.

Theme six: There was one issue of disagreement between GRT pupils - whether or not having GRT culture made explicit in the school setting was positive. Some pupils felt that it was positive:

"In Design Technology I am making a Gypsy wagon which relates to our community. I like doing this because I am proud of being a Gypsy."

"In history we are learning about Hitler and his relationship with Gypsies. I am enjoying this."

"It is only the Gypsies who get to go, which is better."

"All Gypsies should always be together, all in one class. It doesn't matter about the different ages, we should just all be together."

Other pupils felt that it highlighted their ethnicity unnecessarily:

"I don't really want it (GRT ethnicity) shown in school, although we our proud of it. It is easier if it's not brought up, people tend to laugh about it."

"We go to him because he treats us the same as all the other students, and doesn't act differently with us."

"I don't really want gypsy culture reflected in lesson. It's easier if nothing is said about it."

I suggest that these differences in opinion could reflect varying responses from non-GRT peers in relation to their GRT ethnicity.

Thematic analysis of interviews with GRT parents

Theme one: The majority of GRT parents identified the importance of having a trusted person to liaise with in regard to their children's education. GRT parents identified that the GRT TA and class teachers each had a role in this liaison. These views are highlighted by the quotes below:

"Yes, if I ask for help I can get it from school staff, especially (GRT TA)."

"(GRT TA) is very helpful all the time."

"(Teachers are) very friendly and I can talk to them."

"Communication is good. I know I can talk to teachers if I want, especially (GRT TA)."

"If there is a problem I know that I can go to some of the teachers."

"The staff are good, especially one or two. I know I can talk to them and so can my children."

"Me and my children feel we can talk to teachers….and (GRT TA) anytime. I can talk to the art teacher too."

"I know I can talk to them and so can my children."

"I know I can talk to teachers if I want, especially (GRT TA)."

Theme two: GRT parents also identified the importance of familiar school staff who were available to talk to their children when they needed support. They said:

"The children can always talk to (GRT TA) about their work."

"(GRT TA) makes them sure they have someone on their side."

"(GRT TA)'s support is good. She is lovely, they talk to her anytime. I tell them to go to her if they have a problem."

It is clear that GRT parents placed emphasis on who was supporting their children. In contrast, school staff indentified support strategies as being equally significant as who delivered the support (discussed later in this chapter). It is interesting to note that none of the GRT parents identified the HT or the SMT as having a key role, whereas school staff perceived the SMT role as central (discussed below) to the successful inclusion of GRT pupils.

Theme three: The majority of GRT parents identified the importance of a welcoming school environment, where GRT culture is understood. For example, they stated:

"I know they understand Gypsy culture – they always have. It's hard to say why, I just know they understand."

"It is just a really friendly school."

"It is a good school, they are good to Traveller children."

School staff agreed with GRT parents that positive school ethos played a crucial role in supporting inclusion of GRT pupils (see below).

Theme four: The majority of GRT parents identified the importance of peer and family support. This mirrors the views of the GRT pupils. The main difference between the responses of GRT pupils and GRT parents was the GRT parents placed more emphasis on family based support than peer support, as shown below:

"They help each other with work (brothers and sisters)."

"(My) children help each other with work at home. I have three children."

"Friends help each other to get on at school."

These views indicate that GRT parents actively supported participation in education suggesting that they are genuinely encouraging their children to fully engage with the school curriculum.

Theme five: GRT parents identified the need for practical support with school work. For example they said:

"If they need to use internet or the computer it's hard because we don't have one. Some teachers help by printing off the information they need."

"They give them the books that they need in school. The school offered laptops."

"The teachers expect them to come to school and expect them to work hard and do well. (GRT TA) helps get them to school when they refuse – she will come to the site and get them to school."

"They send work home when they have to be off for a long time. They know if there is an ongoing reason to be off and (GRT TA) brings work or it is sent to us."

"(GRT TA) will help with homework on site or in school."

Thematic analysis of interviews with school staff

Theme one: All of the school staff perceived the role of the SMT as being central to the educational success of GRT pupils. They reported similar examples of the SMT's role:

"To be honest (HT) is a real, I think inspiration, because she really is hands on. She trusts people to do their jobs but also what is good is she likes to know (what we are doing)."

"I think what (HT) was able to do with her senior management team was develop really clear expectations."

"We also have five pastoral managers as well and they will solve any problems."

"I think from the senior management viewpoint GRT culture is quite high profile, as they have taken the lead on it. Obviously, I am not in their discussions when they have the SMT meetings, but I think it had always been high on the agenda and it has always been there. The very fact that you have got a women like (GRT TA) inside the building really speaks volumes about that."

"(HT) oversees the whole thing and I think she is the one that thinks it is important enough to have (GRT TA) in place – that is her priority."

"(HT) thinks there is a good case for having someone in that (GRT TA) position."

"When we appoint staff they are aware of what our values are, and that when we do interviews that we clear that up with staff before we appoint them, what the values of the school are. And that we wouldn't be looking to appoint somebody who we felt did not share the same values as the school."

The agreement between school staff shows that the SMT, particularly the HT, were perceived as having an important role in promoting inclusion of GRT pupils in a number of ways, such as creating expectations, appointing appropriate staff and providing a clear way of working.

Theme two: All of the school staff identified clearly that understanding GRT culture and responding with a flexible attitude helped to support educational participation of GRT pupils, as shown below:

"One of them was away the other week for two weeks for a funeral. I realise in my culture you might have a day off for the funeral, you wouldn't have two weeks off for it. You know, you make allowances."

"Just being aware of their issues. For instance, if there is a funeral or something in the Gypsy community it causes quite a disruption and they are not in for several days. I usually check that they are alright."

"The GRT exhibition is held in school every June, teachers and pupils help to celebrate other cultures and traditions. The emphasis on celebration of culture means that children value differences and have the self confidence to aim high in their lives."

"Every year they do a Traveller day where they have displays up and that's brilliant. And they can actually celebrate their culture, and I think that's brilliant."

"It means they get to kind of continue with the culture and tradition things and let everyone know about it."

"The exhibition is a big element of that and all the children can go to the exhibition and understand the principles."

This theme identified that an understanding of GRT culture by school staff has helped pupils to become included through appropriate and considered responses from school staff. The level of agreement between school staff goes some way to indicate that this reflects the whole school approach to support inclusion of GRT pupils.

Theme three: School staff identified the importance of their own role as being central to supporting GRT pupils in school. In agreement with GRT pupils and parents, all school staff particularly highlighted the importance of the role of the GRT TA.

"I always know I have got (GRT TA), who I can go and talk to and she will come and talk to me about particular children if I am teaching them – saying look this one is going to college etc. So she will come up and see me if she feels they need any help or extra support or vice versa I will go and talk to her. I mean that is a very good link in the school and one of the most successful parts of what we have done is what (GRT TA) has set up in terms of liaising with the families and the school. It gives us a link that they are comfortable with."

"(GRT TA) is a massive key to the school. She is so important when it comes to the Traveller children. She knows them all really well, and as soon as you go and speak to her about a child, she will be like 'leave it to me, and I will go and speak to them' and whenever they see (GRT TA) they are really happy to see her. They tell her everything and like spending time with her and they realise she is there to help them academically, but also socially and stuff. She is amazing really."

" I think (GRT TA) is a good link in that I will say to her 'Is there anything going on with the family?' and she might say 'Yeah there has been a death in the family' and then sometimes that explains why things have not been or why things have happened."

"I speak very regularly to (GRT TA)."

"I think, going back to (GRT TA)'s role, she has got a very easy relationship with these kids and also with their parents."

"(GRT TA) who is very experienced with these situations can very delicately find out if it is socially issue or a financial issue."

"Well I mean it is part of her job (GRT TA) to explore anything we can do."

"I do have a lot of respect for (GRT TA) and I think in terms of a person for the school and children, there is an investment there. Some of (GRT TA)'s time goes towards GRT children and so that has to be paid for and the school has decided to pay for that. It is all budgeted at the end of the day, and a statement has been made by doing that hasn't it? And an asset has been placed to do that and it has proven in the past to be a good provision."

"We liaise together (GRT TA and CT) to try and make sure they have got all the equipment so they are not disadvantage."

"I (GRT TA) do however get notified of any course work that needs finishing for a deadline and I stay after school to help them. The families are made aware if their children stay after school and they are okay with it."

"We have a GRT TA who has got a specific role monitoring the progress of Traveller children with their homework and class work."

"(GRT TA) and SENCO would monitor individual attendances and make sure that work is set, and work is caught up, and children are doing their homework."

As well as the GRT role being important, five members of school staff identified that other members of school staff offered social and emotional support to GRT pupils:

"As a form tutor, it's my role to ensure that all children are happy and don't have any problems. So it is really dealing with each problem as it came up, so there wasn't anything in particular that I did for one child over another and I think that is part of the key issue."

"I would certainly sit down and discuss it if I felt that they were particularly fed up about something. If it was something to do with home I

might try and discuss it with them, to find more out about them, to get on side, if you know what I mean. I am quite happy to sit and have a conversation about something completely different with them in the middle of the lesson for five minutes."

"The main thing that I try to do is always make sure that they feel happy and secure in school."

"Pastoral support managers might become more involved with behaviour and social issues."

Some class teachers did not refer to their own role in providing social and emotional support. I hypothesised that they believed the role of the GRT TA to be more central to promoting this support, and that their own role was more pertinent to promoting academic success - all school staff referred to their own role in promoting academic progress (see below). It can be noted that GRT pupils and GRT parents strongly identified the role of the GRT TA in promoting inclusion. However, their acknowledgement of the role of other school staff (such as class teachers) was less pronounced.

Theme four: Perhaps unsurprisingly, use of flexible and effective teaching strategies were identified by all school staff as being central to education success of GRT pupils. The quotes below are from several members of school staff:

"Teaching is very much a flexible process and what you do in one class you probably wouldn't do in another class."

"I think you have to be flexible."

"One of the pupils is on part time school and he just does his core subjects. The other one has dropped a couple of his subjects to focus on things."

"Quite often I have them staying behind after school."

"Most of the teachers here will offer extra support at break and lunch times."

"It's like an open door policy. Sometimes when time gets tight for coursework, people come in on Saturdays and things. I think that we are an outstanding school, but it's because of flexibility."

"It's a whole school thing, with maybe the adaptation of offering time at lunchtime if they can't stay behind."

"I will say to (pupil) "look, I have a free lesson, come in and I will do a bit of extra work", so I do more one to one work them."

"Each individual child will also have their own individual targets for attendance and for academic targets."

"If it is because they don't have a computer, at homework club they have this access so they can do that. Also we can set them homework on paper and things like that."

"We are the only school within the county to have outstanding teaching and learning from Ofsted."

"We have a flexible learning approach, but that's not specifically for GRT children, that is for all children, but obviously it benefits GRT children."

It is interesting to note that teaching approaches were not identified by GRT pupils or GRT parents, rather it was a approachability and trustworthiness of staff that appeared to be more important to them. These responses from school staff suggest that they were aware of the importance of providing a focused and considered approach to learning, in parallel with consistent approaches to communication with the GRT community.

Theme five: Ensuring that the school promoted equality which enabled all pupils to be treated in the same way was perceived by all school staff as important, as shown below:

"I pretty much kind of treat all the pupils in my tutor group the same."

"I think they fit in quite well in the normal classroom situation. I don't hear any incidents of any them being treated differently in anyway by the pupils in my class in a classroom situation."

"(We) have an inclusion policy which encompasses them (GRT pupils) and we have an equality and diversity policy which encompasses them."

"Celebrating success, again is true for all children."

As well as demonstrating equality within the school setting, school staff perceived the need for positive discrimination to support GRT pupils at times, as shown below:

> "When there are trips and visits, we are actually pro-active at seeing that the GRT children are included."

> "If they (GRT pupils) weren't on a trip, we would want to find out why they weren't on the trip. If it was a residential we look at who couldn't go or didn't feel comfortable to be on the residential, then we would go out of our way and transport those children back to the residential area for the night."

> "We make sure that they are treated in the same way, but I support positively discriminating really, more than others, because you wouldn't look to see where all the children were."

It is clear that in creating a positive ethos within school, there were two conflicting processes – actions intended to treat all pupils equally, in contrast with the need for additional consideration of the needs of GRT pupils. Despite these apparent tensions, school staff appeared to have established an effective balance between the two processes.

Theme six: All school staff identified the importance of varied forms of access to school and learning (for example, to extend learning, complete homework or continue learning during periods of travel or bereavement) as being important in promoting success for GRT pupils. For example:

"I visit children onsite if they are not attending school."

"I am able to offer support to families to help children attend school when they are choosing not to. For example, visiting them at home or taking them work to do."

"If the children are absent from school to go to the Fairs or Wreath making they are given schoolwork to take with them. On their registration it goes down as TT meaning Traveller Time."

"If they are not getting their homework done, we can recommend they go to homework club. If it is because they don't have a computer, at homework club they have this access."

"Quite often the children talk to (GRT TA) and say they are going away for six weeks. Then (GRT TA) will say perhaps you should get some work. That will get the ball rolling – then they will come to me and ask."

"Work can be sent home."

"And I know with activities week last year one of them wasn't going to go on the trip, but we made sure they were brought home each night because their parents didn't want them there at night."

"On moodle you can upload information which can be accessed anywhere in the country on broadband using a password. Kids can upload work to moodle, they can download instructions from moodle, and that is being used an awful lot now."

"I have sent work home, but if it is for longer periods of time then it is also about giving them more time when they come back into school."

The impact of having support to access school work at times of travel or bereavement was recognised to some extent by GRT parents and pupils, but they did not appear to consider it as such an important issue as school staff did. Interesting, GRT pupils perceived varied methods of accessing school as having more impact on securing friendships than their academic success.

Theme seven: Some school staff referred to support from outside of school, such as from LA employed supporting professionals, university-based professionals and Government policy, as demonstrated below:

"We did have somebody come in and do a training session a few years back. Talking about GRT culture, and comparing and contrasting them. This gave us a much better idea and was quite an eye-opener."

"We did have a talk here must have been 3 years ago when I went to an after school talk about it."

"We did have somebody come in to talk about the Traveller community."

"It's been more an advice route, rather than anything else if there have been issues."

"Just when an issue arises they are point of call."

"X from the Equality and Diversity Team is particularly helpful. She does lots of stuff with us."

"We've obviously had x from x University and that's been very interesting because it's a bit of a two way street with x. We've given him a lot of information but I know he's been able to sort of give us a lot of information on the wider context as well which is quite an important one."

"We have close links with the police. We have really good links with PCSOs who work with the GRT group."

"We have to follow the national standard protocol, so with any racist or homophobic incident that will automatically get documented and sent to county which is standard procedure now."

"We have an attendance officer for the GRT families and that is different from our EWO for the majority of the school. It's a separate person".

Ii is interesting to note that, in general, school staff appeared to consider this support from others to be offered as discrete pieces of work, whereas supporting professionals described their input as on-going (discussed in the next section).

Theme eight: The majority of school staff spoke about the importance of building relationships with the GRT community, as shown below.

"She (GRT TA) spent a long time building relationships and now, of course, the older children have spoken to their siblings about it and it is great."

"They (GRT parents) are not afraid to ring the school and talk about any problems they may have. Sometimes it is not necessarily about their children. It may be passport forms to fill in or clerical forms they don't understand."

"The school has strong links with the GRT community. All the families are valued. The parents are always welcomed into school. There have been incidences where the parent has walked into school and demanded to see (HT) because something might have happened that day. This has never been a problem as (HT) ensures that the meeting goes ahead. I (GRT TA) am usually present at these meetings and the parent leaves happier knowing that the problem has been sorted out amicably."

“A few parents have asked for help in reading and explaining official documents such as passport applications.”

“The school has an excellent relationship and good communication with the local GRT site with parents.”

“I try to help families with issues such as rent and housing issues. These issues can prevent children coming to school if they have to move.”

“It's about building those relationships and one of the strongest things with us is building the relationships, but also building relationships outside the community. This is really important for me, so that is what we have been doing.”

“I think the community as a whole trust her (GRT TA), which makes a huge difference. So she has a really important role actually.”

“It’s also about making sure that our letters have credible reading ages. We are aware that some of our letters that used to go out had reading ages of 20 and you needed to be an undergraduate in order to understand what we were actually saying.”

“We are striving to make those (links) even clearer. The website now has reading aloud text reader on it, so you can hear the articles and things like that. I mean its not ideal it still sounds like a robot, but it's better then nothing. At least we are moving in that direction.”

“Rather then having lots of different people calling home we make sure that (GRT TA) is the link. So if there is an issue with attendance or behavior it almost always goes through (GRT TA).”

“For our parents we have got to the point where we come in and help people fill in forms and things like that, and again that's easy for us to do.”

"There is a mutual respect between home and school. GRT parents feel confident and comfortable about communicating and meeting at the school. As a result, children's attendance has improved significantly over recent years and parents have come to recognise the value of education and learning as important for their children."

This view was inline with GRT pupils and GRT parents who also highlighted the importance of having effective relationships with school staff.

Theme nine: Most school staff referred to the importance of peer friendships for GRT pupils, both with other GRT peers and with non-GRT peers. School staff made the following comments:

"They are friends with everyone in the tutor group, they laugh around."

"They have a lot of friends who aren't GRTs but if there is an issue they tend to go as a group together. They will instantly try and find their friendship within the group to deal with the issues. So that's not set up by school that's just natural for them and those individuals."

"They are quite happy to come to school but they pretty much stick to themselves. They tend to group together and hang around together. They have friends, acquaintances and people they know. They have school mates."

"They certainly stick very close together. I find they do stick together and if it comes down to the crunch, the GRT children will stick together and band together so to speak. Sometimes that can work in a positive way, but sometimes in a negative way. When they are providing support for each other it is positive, and when it comes to anything more than that it becomes negative. I mean if one of them gets upset about something, then they will all want to get involved. Although that doesn't happen very often now. It used to happen a lot more in the early days, but now since we have developed as a school a lot of that has gone."

"I think what comes over loud and clear is that Traveller children support Traveller children."

"If the one in year seven has got a detention for not doing homework, then often a year nine pupil will go with her to the teacher and explain why she could not do the homework. So it's a sort of safety net."

"Now you can see that friendships are coming."

"They are starting to kind of become friends with other girls in the group who are intermingling."

This view was supported by that of GRT pupils and GRT parents, who identified the importance of peer support.

Theme ten: The majority of school staff spoke about the importance of communication within the school setting between members of school staff. They made the following comments:

"It would be face-face, staff meetings, email so whatever suits the situation. I mean tutors have a weekly meeting anyway with the heads of year and pastoral support team. Staff can always contact them through email or face-face."

"I will also email if there is any problems and obviously when we email somebody we link other members of staff in so the email is a very very good source of communication between the staff. If there were any worries at all about any children they are always communicated and quite often communicated in staff meetings if it's a serious problem, such as funeral. But otherwise I email as well."

"I always ask the staff to keep me (HT) informed of any incidences with the pupils in turn I email staff if there are concerns they need to know about."

"All staff know that they can approach me (GRT TA) if they are concerned about any issue relating to one of the GRT pupils. I am always available to offer them help or advice."

"Everybody in the school knows that (GRT TA) is the person. She is the go to person, so I can't tell you how many times a day members of staff just ask her little things. Like is it okay if I do this, what do you think and she is fantastic at that."

"Between staff that would be via email and conversations."

The consistency of school staff referring to the importance of communication suggests that it is a whole school strategy which occurs naturally.

Thematic analysis of questionnaires with supporting professionals

Theme one: There was agreement between supporting professionals. The majority of supporting professionals identified that school staff receiving guidance and training was central to the educational success of GRT pupils. How they have offered this support is shown below:

"Attending education planning meetings, multi-agency meetings and (delivering) training for the GRT community."

"(Delivering) Equality and Diversity training and consultation."

"Signposting and advice….we provide information and support to (school) when requested."

"(I have) advised on attendance tracking and monitoring."

"Guidance shared with school by Head of Service."

"Resources provided as requested."

"Single equality scheme training provided by Head of Service. EAL training planned….TA staff have attended EAL training."

"Attending site visits with members of staff as I have regular access."

"Support the school to look at barriers to (school access), for example, transport and friendship groups"

It is interesting to note that school staff did not refer at length to this type of support being received or having an impact of GRT pupils. Where reference was made to supporting professionals it was in terms of discrete pieces of work, such as a training session.

Theme two: Joint work with multi-agency groups was perceived by the majority of supporting professionals to be important in promoting the social inclusion of GRT pupils. They identified the following strategies:

"Joint planning meetings with various support agencies."

"(Attending) Common Assessment Framework meetings and Team Around the Child meetings."

"Working with Traveller Education Support Services (TESS)….Working with the above and other interested agencies to promote social inclusion through play, school visits, site visits and advising."

"Monthly key worker meetings, discussing needs of individuals and families."

As with the first theme presented for this participant group, it is interesting to note that school staff did not identify joint working with, or between, supporting professionals as being important in promoting inclusion of GRT pupils.

Theme three: The majority of supporting professionals also identified their role as helping pupils directly in order to help promote their academic progress and future aspirations. They identified their role to include:

"Information, advice and guidance including impartial careers advice to all GRT students."

"Install(ed) the correct 'wireless' electrical equipment on site to allow access to internet for young adults on site."

"Supported children to attend (workshops)."

As with school staff, GRT pupils did not make reference to receiving support from supporting professionals in order to support their academic work.

Latent themes

I hypothesed that there are two potentially latent themes were identified by participant groups. These are discussed in turn below.

Identity: Few explicit references were made by participants about identity. However, throughout many of the responses, it was evident that there were many aspects of practice in the school setting which were reinforcing GRT pupils' identity as a member of the GRT community. For example, the enrolment of a high number of GRT pupils; the appointment of a GRT TA; acts of positive discrimination for GRT pupils; evidence of GRT culture throughout the school setting; specific attendance monitoring of GRT pupils; and modified timetables for GRT pupils. This is illustrated below by quotes from school staff:

"From September we have appointed a teacher who is from the GRT community….so that will be a great role model."

"I have tried to get a Governor from the (GRT) community on many occasions…I mean I have tried and actually had mums from the community here to try to persuade them. I have spoken to them personally and they have come in for meetings for me to try and persuade them to be a Governor."

"At the moment one GRT pupil is using her culture as a project."

"They (GRTs) have a fairly high profile in school. If you said GRT to people, they would all know who that was, just as much as gifted and talented or special educational needs. It is an excepted element within the cohort."

GRT pupils supported the importance of identity, for example, they said:

"The things we do with (GRT TA) are great. We really enjoy going out with her and doing things, like going to the xx project. Plus it is only the Gypsies who get to go, which is better."

I hypothesise that reinforcing the pupils' identity as member of the GRT community, and developing this identity within school, helped promote a sense of belonging and inclusion.

Voluntary engagement: Another potentially latent theme was the impact of voluntary engagement with the education system. Whilst this issue was not explicitly discussed it was clear that GRT pupils and GRT parents had voluntarily entered, and were accepting of, the education system. This is illustrated by quotes from GRT parents:

"I am glad that they are doing GCSEs, whatever grades they get. I hope that they will do something more than me after school. They need to do exams to get job nowadays. I didn't need to do this, school didn't help me."

"We never had anyone like (GRT TA) at school. I hated school. But having (GRT TA) there is good as it helps the children know someone is on their side."

It is likely that, regardless of the quality of school-based support, without GRTs voluntarily embracing the education system the strategies would have been far less effective. This is discussed further in Chapter Five in relation to cultural-ecological theory (Ogbu and Simons, 1998).

Summary

This analysis has demonstrated that within each participant group there was a high level of consistency in responses in relation to how GRT pupils are supported in the school setting. Between participant groups there was some agreement, for example, the role of highly supportive school staff was consistently identified. There was most agreement between GRT parents and GRT pupils. School staff also agreed with the views of GRT participants, as well as contributing additional themes. However, the views of supporting professionals was not always reflected by the other participant groups. A summary of the themes identified by each group is shown in the table below.

Table Thirty: Themes identified by each participant group during inductive analysis

	Themes
GRT pupils	Responsive and trustworthy school staff. Familiar school staff (GRT TA). Friendships. Extended and varied access to school. Peer and parental support. GRT culture in school.
GRT parents	Responsive and trustworthy school staff. Familiar school staff (GRT TA). Welcoming school environment. Peer and family support.
School staff	Effective leadership from SMT. Understanding GRT culture. Role of GRT TA and class teachers. Flexible and effective teaching. Equality and positive discrimination. Varied access to school. Support from outside the school. Relationship building. Friendships. Communication within school.

Supporting Professionals	Guidance and training for school staff. Joint working. Supporting pupils.

Findings (part two): Deductive analysis

Overview of findings

This part of the analysis considers the data as a whole, rather than in terms of participant groups. The figures below illustrate all of the themes identified, in relation to each research question in turn. The charts show how many references were made to each theme in relation to each research question. The number of references made is based on how many times a theme was mentioned, meaning there is no ceiling for this number. This data, along with the number of participants who referred to each theme, is presented in table format in Appendix Eleven. Each research question and all identified themes are presented in detail in the next section.

Figure Two: Total number of references made by participants relating to the research question 'How does the school promote the social inclusion of GRT pupils?'

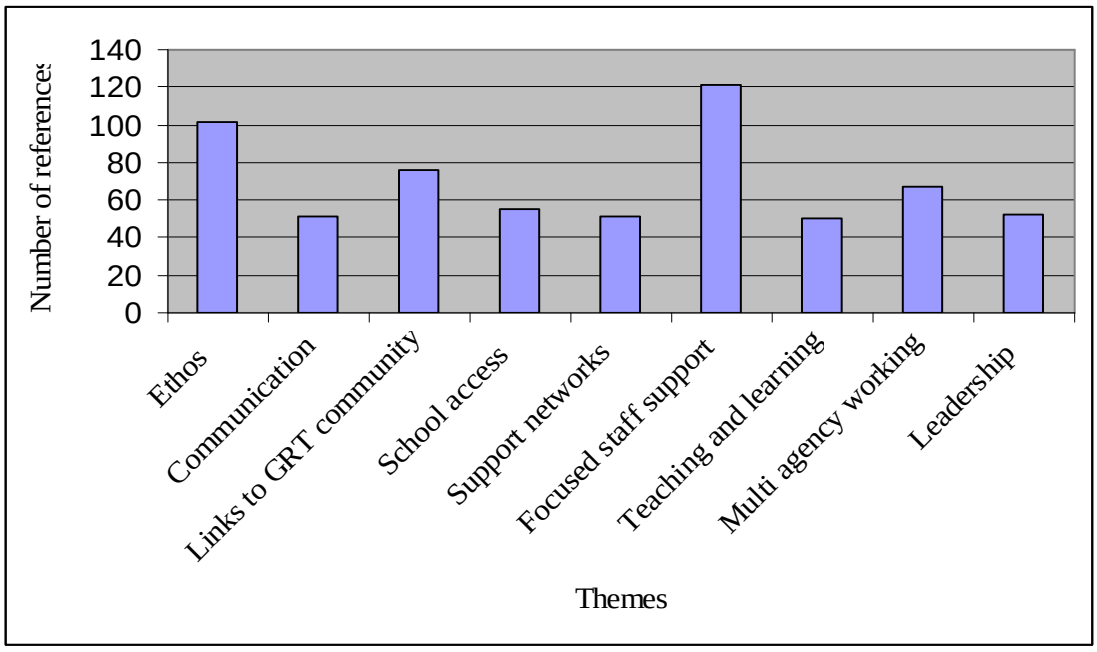
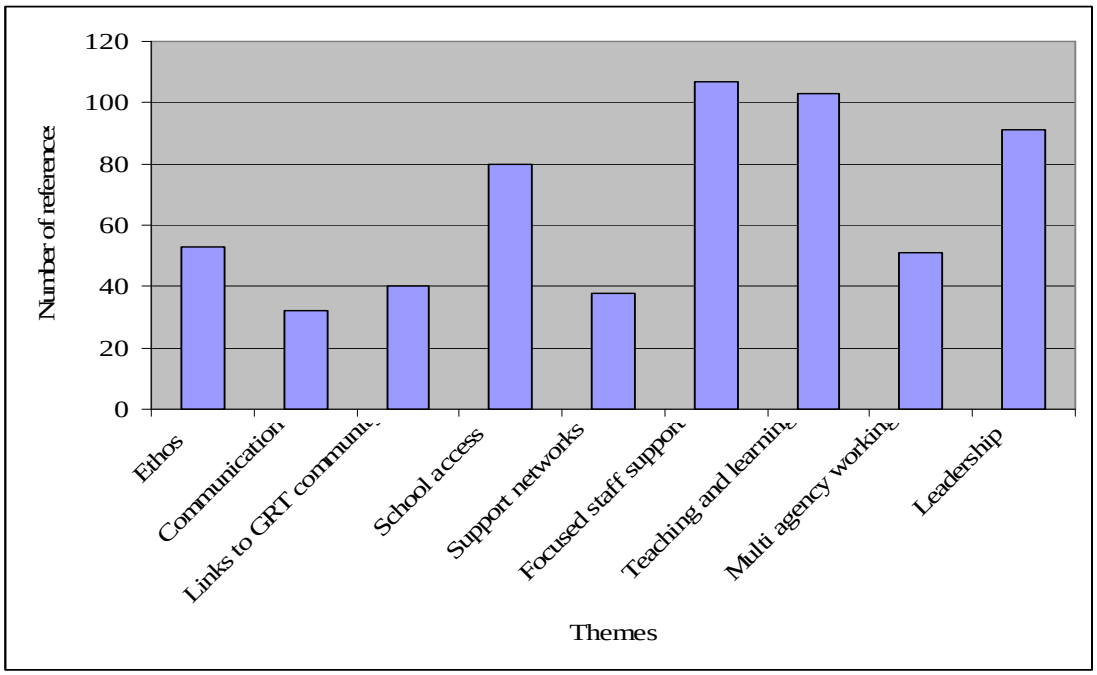


Figure Three: Total number of references made by participants relating to the research question 'How does the school promote the academic progress of GRT pupils?'



The following section introduces each theme using quotes from each participant group which capture key aspects of the theme. For clarity of presentation, the quotes will be presented in the following order: GRT pupils, GRT parents, school staff, and supporting professionals.

Where a quote is not presented for a particular participant group, it means that the participant group did not comment on the theme. The themes are presented in descending order with the most significant themes at the beginning and least identified themes presented last. Significance is identified by number of references (i.e. the more references made, the higher the significance).

How does the school promote the social inclusion of GRT pupils?

1. ***Focused staff support***

"If we need help we talk to (GRT TA), if there is a problem she helps us a lot."

(GRT pupil)

"(GRT TA) has taught some of the teachers about Gypsy culture. Through (GRT TA) they have learned about out culture and our lives, for example, when there is bereavement, or if we travel to the fair, they understand."

(GRT parent)

"I have produced several booklets which help other staff in school to understand GRT culture. For example, a booklet about GRT language, GRT history, GRT culture and lifestyle, GRT attitude to schooling, suggestions for good practice with GRT pupils, and racial equality leaflets."

(GRT TA)

"I know there is a support person at the school to assist GRT pupils who is spoken very highly of by the pupils."

(GRT Housing Liaison Officer)

The inductive analysis demonstrated the majority of participants within each participant group identified focused staff support as being central to the promotion of social inclusion of GRT pupils. Two subthemes, GRT TA's role and CT's role, were identified. These are discussed in turn below.

GRT TA's role: Representatives from all of the participant groups (specifically, all nine school staff, three professionals namely the TESS representative, the EWO, and the GRT Liaison Officer, both groups of pupils and three parents) made reference to the GRT TA's role in supporting the social inclusion of GRT pupils. This role was wide ranging and included supporting individual pupils with personal problems, liaising with professionals, advising CTs, training school staff about GRT culture and contacting GRT parents. The high number, and variety, of responses meant that it was evident that this role was central to ensuring that GRT pupils felt happy and secure in school.

CT's role:. Again, all of the participant groups (five school staff, three parents, both groups of pupils and the TESS representative) made reference to CTs having a role in promoting the social inclusion of GRT pupils, although the role was less significant than the GRT TA's role. GRT parents and pupils reported the importance of CT being approachable when pupils need to talk about any concerns. Many teachers made reference to giving pupils opportunities to talk to them about any issues (other than school work) as a means of ensuring that they feel safe and secure in the school setting.

2. School ethos

"In school we discuss different races, it's taken really seriously."

(GRT pupil)

"I know they understand Gypsy culture – they always have. It's hard to say why, I just know they understand."

(GRT parent)

"Our school ethos is all about inclusion in education, so everybody is included and, to be honest, I don't really think about it in terms of traveller or non-traveller, I think that helps quite a lot. I mean they are all a part of the school."

(CT)

"Allowing students to express their views and ideas."

(Police Community Support Officer (PCSO)

This theme included factors such as having an inclusive ethos and ensuring that all pupils had their voice heard. The inclusive ethos of the school was important in ensuring that GRT pupils felt secure and happy in the school setting. School staff referred to a balance between not treating GRT pupils any differently to other pupils, but recognising that they sometimes have different needs which should be addressed. Parents reported feeling that GRT culture is understood in the school, and pupils reported positive and immediate responses to negative or racist comments. All of these factors ensured that GRT pupils felt fully included in the school setting. Representatives from all participant groups referred to the positive school ethos. The representatives were all nine school staff, five parents, one group of pupils and two professionals, namely the PCSO and the GRT Liaison Officer. The inductive analysis demonstrated that school staff and GRT parents placed most emphasis on this issue, with GRT pupils and supporting professionals making less reference to this theme.

3. Links with GRT community

"Some teachers are alright to talk to."

(GRT pupil)

"(GRT TA) understands our family history and knows about their primary school."

(GRT parent)

"I think the (GRT) community as a whole trust her (GRT TA), which makes a huge difference. So she has a really important role."

(SENCo/AHT)

"Mentors available in school and able to link with the site.

Aware of extended family and the many issues that surround pupils from GRT background." (Education Welfare Officer

(EWO)

Issues identified within this theme included factors such as the importance of links between GRT parents and school staff, and staff having knowledge of family history. Responses from all participants groups (namely, all school staff, five parents, both groups of pupils and three professionals) suggested that strong and carefully managed links with the GRT community have ensured that the GRT community feel accepted by the school. Most respondents referred to the GRT TA as the main link between the school and the GRT community, providing a consistent and trusted figure. This resulted in two-way communication with which the GRT community are comfortable. The inductive analysis identified that the majority of GRT pupils and GRT parents placed a very high emphasis on having clear methods of communication, with particular emphasis on communications with the GRT TA. The importance of this was also reflected in the views of the majority of school staff.

4. Multi-agency support

"(Voluntary organisation) helps with funding."

(GRT parents)

"We did have somebody come in and do a training session a few years back, talking about Gypsy and Traveller culture, and comparing and contrasting them, which gave us a much better idea and was quite an eye-opener."

(CT)

"Working with (TESS) and other interested agencies to promote social inclusion through play, school visits, site visits and advising"

(GRT Housing Liaison Officer)

This theme included the subthemes of professional support for staff, SMT, families and pupils. Three participants groups (namely, GRT parents, school staff and supporting professionals) referred to multi-agency support.

Support for school staff was referred to most often in relation to multi-agency support (by five members of school staff and six professionals). This support was usually provided on a needs-led basis, and included joint visits to the GRT site, training opportunities, liaising with GRT TA, and offering advice or consultation opportunities. Support for families and pupil and joint working were referred to in approximately equal proportions. Examples of responses given were: offering financial support for families, supporting after school activities for pupils, attending multi-agency meetings and Common Assessment Framework (CAF) involvement. Professional support for SMT was not perceived as significant in supporting the inclusion of GRT pupils.

The inductive analysis showed that school staff and GRT parents gave limited emphasis to the impact of multi-agency support, whereas supporting professionals identified their role as being highly significant.

5. School access

"Going out with (GRT TA) is always good fun, we get to do stuff that we couldn't do in classroom."

(GRT pupil)

"(GRT TA) helps get them to school when they refuse. She will come to the site and get them to school."

(GRT parent)

"And things like uniform, there are ways of getting it. We have second hand uniform and things like that. If there is a real issue with uniform, then the school have been known to sort it out in the past."

(SENCo/AHT)

"By encouraging (GRT) students to participate in extra curricular activities, it is hoped that they will forge more trusting relationships with other professionals and school staff. This should, in turn, give them a more positive experience of school and encourage them to achieve and attend school regularly."

(PCSO)

Features of this theme included, for example, access to extra activities with GRT TA and funding for interventions. Such opportunities were identified to have helped pupils secure friendships in school, both with GRT pupils and non GRT pupils, and

they have also secured relationships with school staff. These issues were referred to by all school staff, five professionals, both groups of pupils and two parents. Representatives from all participant groups referred to this theme. The inductive analysis showed that the majority of GRT pupils emphasised the importance of this, suggesting that enabling school access for social activities has contributed to making GRT pupils included in the school setting.

6. Leadership

"If I had any problems I would book an appointment with (HT). I can talk to her. I'd just book an appointment. I wouldn't have to wait long to see her."

(GRT pupil)

"To be honest (HT) is a real, I think inspiration, because she really is hands on. She trusts people to do their jobs but also, what is good is, she likes to know what's going on. I know that (GRT TA) always keeps both me and (HT) in the loop on whatever is going on."

(SENCo/AHT)

The two subthemes of this theme were the role of the SMT, and policy and procedure. These are discussed in turn below.

SMT: One group of pupils referred to being able to speak to a member of the SMT if they are experiencing difficulties in school. The inductive analysis showed that the role of the SMT was also referred to by all school staff with a high level of emphasis, and a lesser emphasis by GRT pupils. However, it was not mentioned by GRT parents

or supporting professionals (as shown in part one). The SMT's role in promoting social inclusion also included: setting up strong pastoral systems with effectively trained managers, promoting a high profile for GRT pupils within the school, appointing a GRT TA to allow dedicated time for GRT pupils, adopting a management style which allows the GRT TA to work in a flexible manner, proving inspiration for staff, and developing clear responses to racism and bullying. The SMT played a central role in ensuring the social inclusion of GRT pupils, and was recognised by all school staff as well as one group of pupils.

Policy and procedure: Six members of school staff identified policies and procedures as being important to promoting the social inclusion of GRT pupils. References ranged from having clear written policies (such as an inclusion policy and a GRT policy) to immediate and transparent procedures when a racist comment is made (resulting in immediate term-fixed exclusion) and regularly monitoring attendance. Inductive analysis showed that GRT participants did not refer to this theme.

7*. Support networks

(Note: *Equal number of references made)

"We like to be together, but we have gorgie (non GRT) friends too."

(GRT pupil)

"The children are nice, they are never nasty to my children as far as I know. The children are nice to them. This helps them be happy in school."

(GRT parent)

"The parents give the school their full support in sending their children to school, they are not afraid to ring the school and talk about any problems they may have."

(GRT TA)

"The pupils have their own support network."

(GRT Support Worker)

The subthemes within this theme were peer support and parental involvement, as shown below.

Peer support: All participants from within the school setting (with the exception of the HT) identified pupils offering one another informal social support networks as being important in helping them feel safe and secure in school. Many school staff identified the benefit of supporting the natural group formation to help promote security in school. Both pupil focus groups made several references to this point throughout the interviews. They identified being together at break times, having peers who supported them at difficult times, and spending time with GRT pupils who have left the GRT site as important. The issue of peer support was also raised by two parents and one professional, namely the GRT Support Worker. The inductive analysis showed that GRT pupils placed a great emphasis on social support from their peers, and GRT parents also recognised the importance of this.

Parental involvement: Parent involvement in promoting social inclusion was referred to by school staff, GRT parents and GRT pupils. The role of parents was acknowledged to ensure: that the GRT pupils attended school; communication with school staff when there is a concern and encouraging GRT pupils to talk to staff if they have difficulty in school. School staff spoke about a positive change in the attitude of parents in relation to school attendance.

7*. Communication

"I went to talk to (GRT TA) who took me to 'the base' for time to myself."

(GRT pupil)

"The teachers help them in school. They know they can talk to them. (GRT TA) is very helpful all the time."

(GRT parent)

"All staff know that they can approach me if they are concerned about any issue relating to one of the GRT pupils. I am always available to offer them help or advice."
(GRT TA)

This theme identified the importance of communication within the school setting. Seven members of school staff spoke about the important of effective communication systems when there was a concern with GRT pupils relating to their social inclusion. The inductive analysis showed that the majority of the references were in relation to speaking to the GRT TA in order to ascertain how to address the concern most effectively. One group of pupils and three parents also identified the importance of GRT pupils knowing that there was someone in school they could talk to if they had a problem. Therefore, flexible communication systems which could be accessed when needed were most useful.

8. Teaching and learning

"We do Gypsy exhibitions that are always good. At the exhibitions there are pictures and things all over the walls, it's really good fun."

(GRT pupil, group two)

"The GRT exhibition is held in school every June, teachers and pupils help to celebrate other cultures and traditions. The emphasis on celebration of culture means that children value differences and have the self confidence to aim high in their lives. The GRT exhibition has made an impact on some teachers as it raises awareness of the plight of the GRT families being harassed and the prejudice they face."

(GRT TA)

"Help and support the (school) with their celebration week for GRT community."
(EWO)

Within this theme were two subthemes, teaching and learning, and culture in school. Each subtheme is outlined below.

Teaching and learning: Six members of school staff spoke about the need to ensure that issues, such as reasons for non attendance, are sensitively addressed within the classroom in an effort to prevent self-esteem or general well-being becoming negatively affected. However, specific social interventions within lessons were not identified.

Culture in school: Many participants (all school staff, four professionals and one group of pupils) identified the importance of an annual event which celebrates GRT culture. This event, led by the GRT TA, enabled staff, pupils, and supporting professionals to celebrate and learn about GRT culture. The inductive analysis showed that this was an area of disagreement between GRT pupils. Some pupils valued opportunities to share information about their culture and other pupils preferred not to draw attention to cultural differences between them and their non-GRT peers.

How does the school promote the academic progress of GRT pupils?

1. Focused staff support

"(GRT TA) and (HT) help me if I'm behind, they help me catch up with any work."
(GRT pupil)

"The children can always talk to (GRT TA) about their work."

(GRT parent)

"We have a specialist TA who has got a specific role monitoring the progress of traveller children with their homework and class work."

(HT)

"Single equality scheme training provided by Head of Service. English as an additional language training planned for summer 2011. TA staff have attended English as an additional language training."

(TESS)

There were two subthemes within this theme, the role of the GRT TA and the role of the CT, as shown below.

GRT TA role: The GRT TA's role within the school setting included: helping staff understand GRT culture, talking to GRT pupils if they are experiencing difficulties with their work, peers or a Teacher, explaining to teachers why GRT pupils are not in school, supporting GRT pupils in the class and out of lessons. All of which contributed to their academic successes. Having flexibility in within the GRT TA role

was perceived as vital by school staff. This was referred to by all participant groups, namely, eight members of school staff, both groups of pupils and five parents.

CT role: The CT's role, aside from classroom responsibilities outlined in the 'teaching and learning section', involved the form tutor role. This allowed CTs to: understand how the GRT pupils learn, spend time talking to pupils if they have concerns with their work and support SMT with the development of initiatives to support the academic progress of GRT pupils. This was referred to by all participant groups, namely, six members of school staff, the TES representative, one group of pupils and four parents. The inductive analysis identified that the majority of all participants believed focused staff support to be central to promoting academic progress of GRT pupils.

2. Teaching and learning

"In design technology I am making a Gypsy wagon, which relates to our community. I like doing this because I am proud of being a Gypsy."

(GRT pupil)

"Homework can be a problem. If they need to use internet or the computer it's hard because we don't have one. Some teachers help by printing off the information they need."

(GRT parent)

"Staff look for vulnerable groups and part of their role as head of departments is to look for vulnerable groups, but if anybody is underachieving, then it's an issue of what are we doing about it and how do we communicate that to home."

(SENCo/AHT)

"(GRT pupils) are always talking about projects and special assignments."

(GRT Housing Liaison Officer)

There were two subthemes within this theme, teaching and learning and culture in school. They are discussed in turn below.

Teaching and learning: All school staff spoke consistently about having flexible approaches to learning, such as flexible timetabling, focused lesson choices, additional help at break times/lunch times, extra lessons (for example, at weekends), and personal target setting. The GRT TA's role was also crucial as she was able to offer additional support in lessons or provide resources as needed to help academic progress. These issues were also raised by one supporting professional (GRT Liaison Officer), one group of pupils and three parents. Therefore, all participant groups commented on this theme. The inductive analysis demonstrated that school staff were all in agreement about the importance of this theme and placed more emphasis on this issue than any other participant group.

Culture in school: Six members of school staff and one of the groups of pupils referred to the GRT culture being reflected in the curriculum wherever possible. This was perceived as a means of enhancing GRT pupil's engagement with lessons and supporting their academic progress. As discussed earlier, the inductive analysis showed that this theme was an area of disagreement between GRT pupils.

3. Leadership

"If we need the children to be off school they get 'TT' (Traveller Time) in the register and everyone knows that they will come back and they know what 'TT' means. I don't think this happens in all schools. XX is a very good school."

(GRT parent)

"When we appoint staff they are aware what our values are"

(HT)

The two identified subthemes, the role of the SMT and policy and procedure are outlined below.

Role of SMT: Seven members of school staff identified the role of the SMT in monitoring and promoting the academic progress of GRT pupils. For example, through regular events such as academic monitoring days, the use of national guidance, and appointment of appropriate staff. However, they placed slightly less emphasis on the SMT role in relation to academic progress than for social inclusion.

The SMT played a vital role in leading whole school initiatives to promote the academic progress of all pupils, including GRT pupils. One group of pupils spoke about asking a member of the SMT for support for their work if they needed it. They referred to booking an appointment for this type of support. Therefore, it was evident that open lines of communication between pupils and SMT, and SMT knowing the GRT pupils personally, was important for helping pupils' academic progress.

Policy and procedure: Eight school staff consistently reported policies and procedures which supported the academic progress of GRT pupils. These included: academic mentoring days, behaviour management systems, use of target setting policies, regular analysis of attainment data, and procedures for pupils' under performance. In addition, one parent made reference to this issue.

4. School access

"I have to go to homework club."

(GRT pupil)

"They send work home when they have to be off for a long time, but not (when it is) due to bereavement."

(GRT parent)

"If the children are absent from school to go to the fairs or wreath making, they are given schoolwork to take with them. On their registration it goes down as TT meaning Traveller Time."

(GRT TA)

"Looking to install the correct 'wireless' electrical equipment on site to allow access to internet for young adults on site."

(GRT Housing Liaison Officer)

All staff made reference to ensuring that the school site and educational opportunities were accessible for GRT pupils. The school staff and five professionals supporting the school spoke about positive discrimination to ensure that this occurred. For example, offering financial support for uniforms and resources, the GRT TA visiting the site to discuss attendance and offering transport when needed to help ensure that academic progress was made by the pupils. These issues were also discussed by both groups of pupils and two parents. Therefore, all participant groups commented on this theme, with school staff placing the most emphasis on the issue (as shown in the inductive analysis).

5. School ethos

"He (CT) treats us the same as all the other students, and doesn't act differently with us."

(GRT pupil)

"It is a good school. They are good to Traveller children."

(GRT parent)

"In terms of raising the aspirations that's now our key role in school. We used to have a statistically under national average cohort and now we have a national average cohort. Changing the ethos is really important as is making sure that increases."
(SENCo/AHT)

"Help and support the school with their celebration week for GRT community."
(EWO)

All school staff consistently reported having high expectations of all pupils, supporting aspirations to go to college, celebrating all successes of pupils, and not treating GRT pupils any differently unless they were identified as having a particular learning needs. All of which contributed to the academic progress of GRT pupils. The positive ethos of the school was also raised by three parents, one group of pupils and the EWO who supported the school. Therefore, at least one representative from each participant group commented on this theme. The inductive analysis showed that school staff placed the most emphasis on the theme.

6. Multi-agency support

"Support for me and my family."

(GRT parent)

"And we have attendance officer for the GRT families and that is different from our EWO for the majority of the school, it's a separate person. And again, that's an

important one because it is having that cultural sensitivity, being aware that actually they just want to see one person and know culturally and sensitively what's happening. So we deal a lot with her and that's fantastic."
(SENCo/Assistant HT)

"Attending education planning meetings, multi-agency forum and training for the GRT community."

(Connexions Advisor)

There were four subthemes within this theme, supporting staff, SMT, families and pupils. The role of supporting professionals was most significantly reported with regard to supporting staff and pupils. According to four members of school staff and five professionals, school staff were supported in terms of: professionals attending multi-agency meetings, offering advice and consultation services, sharing national guidance on GRTs, and supporting the school attendance of GRT pupils. According to three members of school staff and four professionals, pupils were supported by professionals. For example, by having professionals act as an advocate for them, offering them advice (such as careers advice), and support with projects outside of school which indirectly support academic skill development. It was noted from the inductive analysis that supporting professionals placed more emphasis on this issue, with GRT parents and school staff making more limited reference to this support.

7. Links with GRT community

"A teacher does contact home sometimes to let us know things"

(GRT pupils)

"I know I can talk to teachers if I want, especially (GRT TA)."

(GRT parent)

"I have tried to get a Governor from the (GRT) community on many occasions, but we have not been able to do that. I mean I have tried and actually had mums from the (GRT) community here to try to persuade them. I have spoken to them personally and they have come in for meetings for me to try and persuade them to be a Governor, but I have not quite managed that yet."

(HT)

"Daily patrols on site, interaction with parents and children."

(PCSO)

This theme was addressed by all participant groups, namely, seven members of school staff, one group of pupils and five parents. As shown by the inductive analysis, GRT parents particularly highlighted the importance of a familiar parent-school link. A key issue in this theme was having a person that the GRT community were familiar with and who they felt comfortable talking to. From a staff perspective, teachers felt confident that the GRT TA could approach issues relating to school work in a way which would not cause difficulties for the pupil or the family. This has led to a development of respect between school and the GRT site which enhances communication and links between them. More formally the school has strived to make links with the GRT community by ensuring that all communication sent out to families is written at an appropriate literacy level. These factors have contributed to the GRTs in this community being more positive about the effects of education, which, in turn, helps support the academic progress of the pupils.

8. Support networks

"Other children do sometimes help us, we do have friends that aren't Travellers and they are normally alright if want help with anything. Some of my non-Traveller friends are from primary school, so we moved up to secondary school with them."

(GRT pupil)

"Children help each other with work at home."

(GRT parent)

"We do a lot of peer assessment actually, especially in design technology, where you give someone else your work and they write something that's good about it and something that could be improved."

(CT)

"Education is seen by the older GRTs to be very important to their children's development."

(GRT Housing Liaison Officer)

Peer support and parental involvement were subthemes identified within this theme. They are discussed in turn below.

Peer support: Informal peer support, such as help with homework, help in the classroom or support to talk to a teacher were identified. The inductive analysis showed that both groups of pupils and three parents placed emphasis on this theme. Seven members of staff also recognised that pupils used this informal peer support, and also discussed the use of more formal peer support through assessments, buddy

systems, and after school club attendance to help support GRT pupils' academic progress.

Parental involvement: Both groups of pupils made reference to their parents helping with homework. Four members of staff and one professional (GRT Housing Liaison Officer) talked about parents valuing education and passing this message onto their children.

9. Communication

"I can talk to (GRT TA) if there is a problem."

(GRT pupil)

"Me and my children feel we can talk to teachers."

(GRT parent)

"(The HT) knows all the kids by name, she talks to them....You know the kids, come in and talk through how the work is going and I think she is very good at relationships and that's a real strength for her." (SENCo/AHT)

The issue of communication within school was referred to by eight members of school staff, one group of pupils and two parents. An important aspect of this theme was pupils feeling that staff are approachable and able to spend time talking to them about their work. Similarly, staff talked consistently about effective strategies that

were in place to communicate with one another if there was a concern with a GRT pupils' work. Having the availability and flexibility of the GRT TA was central to ensuring that communication was fast and effective at addressing the concern with GRT pupils' academic progress.

Summary

The following research questions have been addressed:

- How does the school promote the social inclusion of GRT pupils?
- How does the school promote the academic progress of GRT pupils?

For both research questions, the most significant factor was the focused support offered by staff, specifically the involvement of the GRT TA.

When all of the data were considered, the four most significant factors which enabled the school to promote social inclusion were:

1. offering focused support from staff (particularly the GRT TA);
2. ensuring that there was a positive inclusion school ethos;
3. providing clear and consistent links to the GRT community; and
4. receiving support from a range of professionals (for staff and pupils) when needed.

Similarly, the four most significant factors which promoted the academic success of GRT pupils were:

1. focused support from staff (particularly the GRT TA);
2. appropriate teaching and learning strategies which included. bringing the GRT culture into the Curriculum at times;
3. having clear leadership and guidance from the SMT and school policies; and
4. supporting continued access to school once a GRT pupil was on roll.

Therefore, the data showed that offering focused staff support was central to promoting both social inclusion and academic progress. The school benefited from adopting further strategies to support social inclusion and academic progress. These strategies varied for each of these issues, as did the level of participant agreement.

Conclusion

The inductive data analysis demonstrated that there was agreement amongst participant groups with regard to some of the methods of promoting inclusion of GRT pupils. In particular, the benefit of having focused staff support was identified in relation to both research questions. This part of the analysis also identified clear differences in views. The most apparent of the differences was the perception of the role of supporting professionals between themselves and other participant groups.

The deductive analysis enabled the support strategies to be ranked in order of significance based on the number of references made to them. It was identified that there was one consistent strategy to promote social inclusion and academic progress, in parallel with a range of strategies used to promote each element of pupil success in school. The table below shows themes identified by both the inductive and deductive comparison.

Table Thirty-One: Comparisons of themes identified by inductive and deductive analysis

Part one: **Themes from inductive analysis**	**Part two:** **Themes from pattern matching analysis**
Extended and varied access to school.	School access.
Welcoming school environment. Equality and positive discrimination. Understanding GRT culture.	Positive school ethos.
Peer, parental and family support. Friendships.	Support networks: peer support and parent involvement.
Responsive and trustworthy school staff. Familiar school staff. Role of GRT TA and class teachers.	Focused staff support: GRT TA role and CT role.
GRT culture in school. Flexible and effective teaching.	Teaching and Learning: teaching and learning approaches and GRT culture in school.

Effective leadership from SMT.	Leadership: role of SMT and policy and procedure.
Guidance and training for school staff. Joint working. Supporting pupils. Support from outside the school.	Multi-agency support: support for staff, SMT, families and pupils.
Responsive and trustworthy school staff. Familiar school staff. Relationship building.	Links with GRT communities.
Communication within school.	Communication.

The themes identified are explored further in Chapter Five and comparisons to previous research are made.

CHAPTER FIVE: DISCUSSION OF FINDINGS

Overview of chapter

This chapter begins by signposting to the theoretical propositions and referring to the research questions. Following this, the research findings are succinctly summarised. The majority of this chapter then compares the findings of the present study to the theoretical propositions and cultural-ecological theory (Ogbu and Simons, 1998), in relation to each research question in turn. Finally, this chapter finishes with a concluding summary of the research findings.

Introduction

Theoretical propositions (defined and presented at the end of Chapter Two) were developed by thematically analysing the findings of previous research which explored support strategies used for GRT pupils in school settings. These theoretical propositions were used to guide the development of the research questions, questions for participants and the data analysis process. Therefore, it is logical to use these theoretical propositions as a basis for comparison with, and discussion about, the current research findings. In parallel, the empathsis placed on themes by participants groups is highlighted. In this chapter the two research questions are discussed, and compared to the theoretical propositions in turn, followed by a discussion relating to

theoretical development. The research questions that were addressed in this research were:

1. How does the school promote the social inclusion of GRT pupils?
2. How does the school promote the academic progress of GRT pupils?

Summary of findings

Findings (part one): Inductive analysis

The themes identified from responses from each participant group are outlined below:

- ***GRT pupils:*** The availability of responsive and trustworthy school staff, the availability of familiar school staff such as GRT TA, having secure friendships, having peer and parental support, having varied or extended access to school, and the presence of GRT culture in school.
- ***GRT Parents:*** The availability of responsive and trustworthy school staff with who they could talk, having familiar school staff with who their children could talk, a welcoming school environment, and having peer and family support for their children to help with their academic work.
- ***School staff:*** Having effective leadership from the SMT, understanding and responding to cultural identity, offering support from school staff, having flexible and effective teaching, demonstrating equality as well as positive discrimination, offering varied access to school, receiving support form outside the school, building relationships with the GRT community, pupils

having secure friendships, and having effective communication systems within school.

- ***Supporting professionals:*** Offering guidance and training to school staff, joint working with other professionals, and offering help to GRT pupils.

Findings (part two): Deductive analysis

When the data were analysed as a whole data corpus, focused staff support was the most significant theme for both research questions meaning that the role of CT and the GRT TA was considered central to promoting both social inclusion and the academic progress of GRT pupils. However, the ranking of the other themes varied considerably for each research question, as summarised below.

The four most significant factors which enabled the school to promote social inclusion were: offering focused support from staff (particularly the GRT TA); ensuring that there was a positive inclusion school ethos; providing clear and consistent links to the GRT community; and receiving support from a range of professionals (for staff and pupils) when needed.

The four most significant factors which promoted the academic success of GRT pupils were: focused support from staff (particularly the GRT TA); appropriate teaching and learning strategies which included bring the GRT culture into the curriculum at times; having clear leadership and guidance from the SMT; and school policies and supporting continued access to school once a GRT pupil was on roll.

The theoretical propositions were not ranked for significance. Therefore, the present study provided the unique contribution of ascertaining which themes were identified as being most significant for the overall educational experience of GRT pupils in relation to the social inclusion and academic progress.

This chapter is structured using the two research questions. It is necessary to discuss each research question separately as strategies used in the school to promote social inclusion were different to those used to promote academic progress. This discussion follows in the next section. The findings in relation to both research questions echo recommendations published by DfES (2003, 2004) and DCSF (2008, 2008b, 2009, 2010) such as the need to: develop effective school and GRT community communications; create a positive school ethos; use teaching methods which incorporate GRT culture; and gain support from TESS.

How does the school promote the social inclusion of GRT pupils?

The findings relating to aspects of practice which supported social inclusion of GRT pupils were ranked in order of significance i.e. the number of times that participants made reference to each theme. The present study found that the following themes were important in promoting the social inclusion of GRT pupils:

1. Focussed staff support
2. School ethos
3. Links to GRT community

4. Multi-agency support
5. School access
6. Leadership
7. Support networks*
7. Communication*
8. Teaching and learning

Themes marked with * received equal number of references.

Each theme is discussed in turn and compared to the theoretical propositions below. The inductive analysis identified that there were sometimes different levels of emphasis placed on themes by each participant group. In terms of cultural-ecological theory (Ogbu and Simons, 1998) (discussed in Chapter Two) I suggest that strategies implemented within each theme led to GRT parents and pupils engaging with the school on a voluntary basis as a result of developing mutual trust and respect. Reference is made to this theory, where relevant, throughout the discussion of each theme, and is discussed in more detail later in this chapter.

Focused staff support

This theme was consistent with findings from the theoretical propositions. Within the theoretical propositions staff training with regard to GRT culture (Robinson et al, 2008), positive staff attitude to GRT pupils (Ivatts, 2005), and effective pastoral support for GRT pupils (Ofsted, 1999; Bhopal, Gundara, Jones, and Owen (2000) were identified as key factors of social inclusion of GRT pupils. These factors were all also identified by participants by the present study.

In addition, the theme of focused staff support was developed much further. All participant groups in the present study identified that there were two parties who had a key role in supporting the social inclusion of GRT pupils, namely, CTs and the GRT TA. The role of CTs in promoting the social inclusion of GRT pupils within the school setting was identified by the majority of participants as important. Their role included: offering pastoral support, attending training sessions about GRT culture, knowing when to seek support from the GRT TA and being approachable for GRT pupils and parents. Clearly this theme has links to other themes, such as leadership and school ethos (discussed later in this section) because CTs cannot undertake these activities in isolation.

The role of the GRT TA within school was acknowledged by the majority of participants and this role included: promoting awareness of GRT culture in school, acting as a consultant for school staff with regard to issues relating to GRT pupils, providing individual support to GRT pupils and liaising with multi-agency professionals. The role of the GRT TA was perceived as central to promoting the social inclusion of GRT pupils, and therefore, received the highest number of reference by participants. The specific role of a full-time GRT TA was not an issue which has been identified in the theoretical proposition. Therefore, the knowledge about the value of having a specific full-time GRT TA in the school setting provides a new and unique contribution to the research in the field of school-based support for the social inclusion GRT pupils. In terms of ecological-cultural theory (Ogbu and Simon, 1988) focused staff support appeared to enable voluntary participation in education by building mutual trust and proving role models for GRT pupils.

School ethos

This theme was consistent with the theoretical propositions where approachable staff (Bhopal et al, 2000; O'Hanlon and Holmes, 2004), a celebration of diversity (Ivatts, 2005), a clear zero tolerance of racism (Bhopal et al, 2000), and valuing the view of GRT pupils (DCSF, 2009) were identified as having a role in the promotion of the social inclusion of GRT pupils.

The present study was built upon the existing theoretical propositions, and identified that positive discrimination is also important in promoting the social inclusion of GRT pupils. For example, providing financial support to ensure that GRT pupils can access the same resources as all children in the school. I suggest that approaches such as zero tolerance of racism and celebrating GRT culture encouraged GRT families to engage voluntarily with education by ensuring maintenance of GRT identity and respect of GRT pupils. School staff and GRT parents placed particular emphasis on this issue.

The theme of school ethos and focused staff support have connections because school staff contribute to the creation of this positive school ethos. Therefore, the present study has confirmed that the theoretical proposition of school ethos and identified a further important dimension of a positive school ethos, namely the use of positive discrimination when appropriate.

Links with the GRT community

Within the theoretical propositions, positive links to the GRT community (Wilkin et al, 2009; Robinson et al, 2008) were identified as having a role in promoting the social inclusion of GRT pupils. The theoretical propositions identified that these links

should result in school staff having a clear knowledge of GRT pupils' educational history (Blaney, 2005) and strong and trusting relationships between the school staff and GRT community (Wilkin et al, 2009; Danaher et al, 2007). This research confirmed that these factors were important in the promotion of social inclusion of GRT pupils.

The present study built upon this point by identifying the value of having one main link to GRT community (namely the GRT TA) which resulted in effective two-way communication because the GRT community developed a trusting relationship with one familiar person. The research also identified that the links with the community should not only relate to communication about the GRT pupils, but that it could extend to offering GRT parents support with, for example, reading documents and liaising with LA professionals about concerns relating to the GRT site. These activities can help to build trust with parents, which in turn, led parents to encourage their children's school attendance voluntarily. School staff, GRT pupils and GRT parents highlighted that the key finding from this theme was that links with the GRT community were most effectively built predominantly by one person with who the community can develop a trusting relationship. I suggest that his high level of trust resulted in voluntary school participation.

Multi-agency support

The theoretical propositions refer mainly to the support offered by the TESS (Bhopal et al, 2000; Derrington and Kendall, 2007) to help promote social inclusion of GRT pupils. Within the theoretical propositions, ensuring timely and accurate information

exchange (Robinson et al, 2008; Bhopal et al, 2000) with relevant professionals (Kiddle, 1999) was also identified as important. The present study developed this point further by identifying which professionals were considered relevant to the support of GRT pupils. The professional services which were identified or identified themselves as having a role in supporting the social inclusion of GRT pupils were:

- Connexions Service;
- Traveller Education Support;
- Education Welfare Service;
- Police Service;
- GRT Liaison Service; and a
- GRT voluntary sector service.

For the case study school, the EPS reported not having a role in supporting GRT pupils. It was hypothesised by the school EP that the support of the EPS was not needed to promote the social inclusion of GRT pupils because other professionals who were involved had appropriate skills and knowledge to advise the school. This allowed EPS time to be used to address other school-based issues.

This research also extended the existing findings about the role of multi-agency staff in supporting the social inclusion of GRT pupils by identifying what their role involved. It was identified that multi-agency staff were involved in supporting:

- CTs to promote the social inclusion of GRT pupils (for example, by providing training or consultation opportunities);
- the SMT to promote the social inclusion of GRT pupils (for example, by discussing national guidance);

- GRT families to promote social inclusion of GRT pupils (for example, supporting them to find funding opportunities); and
- GRT pupils directly (for example, being involved in school trips or working with groups of GRT pupils).

Therefore, the present study has confirmed the theoretical propositions relating to multi-agency support to promote social inclusion of GRT pupils, as well as extending the findings about which professionals can support GRT pupils and how they can offer this support. With the exception of the role of the TESS, details about professionals' roles in supporting the social inclusion of GRT pupils has not been identified by previous research. Whilst school staff and GRT parents identified this support, they did so with less emphasis than supporting professionals.

School access

The theoretical propositions identified that social inclusion of GRT pupils can be promoted when school access is enhanced by, for example, the school addressing transport difficulties to get to and from school (Bhopal et al, 2000) and access to extra-curricular activities being available (Ofsted, 1999, Derrington and Kendall, 2007, 2004, 2003). The present study confirmed both of these theoretical propositions. In addition, it identified that the school promoted social inclusion by signposting GRT families to funding opportunities, actively encouraging social time with peers (GRT and non-GRT peers), as well as offering funding themselves, for example, school uniforms. Therefore, the present study confirmed the theoretical proposition, as well as identifying other means of ensuring school access in order to promote social inclusion of GRT pupils. GRT pupils themselves identified this as

having particular importance. I identified that strategies within this theme supported voluntary participation in school because it showed GRT families that they were valued and respected by school staff, as well as demonstrating an understanding of GRT culture and recognising of the importance of GRT identity.

Leadership

The theoretical propositions identified that the social inclusion of GRT pupils could be promoted through knowledge of national guidance with regard to meeting the social needs of GRT pupils (DCSF, 2009), HTs and SMT providing clear leadership with regard to supporting the social inclusion of GRT pupils (Danaher et al, 2007), schools having long term strategies to ensure social inclusion of GRT pupils (Robinson et al, 2008), and the use of effective policy and procedure (Robinson et al, 2008, Bhopal et al, 2000, Kiddle, 1999). The present study confirmed these propositions and developed the findings further, particularly based on the views of school staff. It identified that the theme entitled leadership consisted of two main issues, namely the role of the SMT and policy and procedures used in school. These will be examined below.

The present study found that the role of the SMT incorporated factors reported in theoretical propositions, as well as identifying additional factors. These included: the SMT supporting individual GRT pupils, effective exclusion management to ensure that GRT pupils were not excluded, the use of a management style which promotes social inclusion and allowed the voice of all staff to be heard, and SMT taking time to meet with GRT parents. All of these strategies are likely to have led to willingness for education participation as they resulted in GRT families trusting the SMT.

Therefore, the present study has identified that the role of the SMT needs to be varied in order to promote the social inclusion of GRT pupils, ranging from individual work with GRT pupils and GRT parents, to overseeing school policies, suggesting that the SMT needed to adopt a flexible and responsive management style.

The research found that use of policy and procedure in school confirmed the effectiveness of those policies identified in the theoretical propositions (namely English as an additional language, equal opportunities and anti-discrimination policies). In addition, an effective pastoral system, clear procedure for when GRT pupils were absent (due to travelling between geographical locations), a database of pupil profiles and behaviour management polices were identified as central to supporting the social inclusion of GRT pupils. Therefore, the present study has confirmed the theoretical propositions, as well as identifying additional policies and procedures which contributed to the social inclusion of GRT pupils. Some policies referred to were not specific GRT pupils, suggesting that sound, consistent and effective whole school policies addressing the needs of all pupils had a positive impact on the social inclusion of GRT pupils.

Support networks

The theoretical propositions identified that peers can support GRT pupils to be socially included in the school setting. It was suggested that this can be achieved if GRT pupils have a secure network of friends (Derrington and Kendall, 2007, 2004, 2003), buddy systems are used (Derrington and Kendall, 2007) and there is support to develop peer relationships (Derrington and Kendall, 2007). The present study supported the view that peer support can promote social inclusion. However, the

school did not implement a formal buddy system. Instead peer support was developed through school staff encouraging GRT pupils to spend informal time together at lunchtime, group attendance at after school clubs, and walking to and from school together. GRT pupil participants felt that the issue of informal peer support was particularly important, and the support of peers is likely to have contributed to their willingness to attend school.

Therefore, the present study has supported existing views as well as identifying the importance of enabling the development of a seemingly natural group support. This finding suggests that peer support is most effectively delivered when it is initiated by pupils themselves and is not developed through formal intervention by staff. The issue of peer support has connections with the theme of focused staff support (discussed above) because it was clear by staff responses that they had listened to the views of GRT pupils in order to enable this effective informal peer support.

Whilst building the trust of GRT parents has been identified in documentation (DCSF, 2009c), a method of support which was not explicitly identified by the theoretical propositions was the role of GRT parental involvement in promoting social inclusion of GRT pupils. This research found some unique evidence to show that GRT parents have a role in promoting the social inclusion of GRT pupils by: advising their children how to respond to social situations in school, encouraging school attendance and initiating communication with school when needed. This latter point is connected with the issue of school links with GRT community (discussed above) because it may not have occurred if a trusting relationship had not already been developed between the parents and GRT TA.

Communication

The theoretical propositions identified that social inclusion of GRT pupils is enhanced when communication between staff and GRT pupils is effective (Wilkin et al, 2009; Danaher et al, 2007) and communication between all staff is effective and supportive (Robinson et al, 2008). Both of these points were confirmed by the present study. In addition, it was found that communication between CTs and the GRT TA was central to promoting the social inclusion of GRT pupils. This was because it was a means of CTs becoming aware of any issues relating to the GRT pupils' lives to which they needed to be sensitive. It was also found that there were times when a lack of communication should be acceptable, namely when the GRT TA needed to address an issue with GRT pupil without having to explain the situation to a CT first.

Therefore, the present study has confirmed existing research and identified that communication between CTs and GRT TA was crucial, as was giving the GRT TA flexibility to communicate with GRT pupils without prior extensive explanation to CTs. The importance of this was particularly highlighted by the responses from GRT pupils and GRT parents. It demonstrated a high level of mutual respect and understanding which is likely to have contributed to GRTs voluntary participation in school. Therefore, the theme of communication has strong links with the theme of focused staff support (discussed above) because the role of GRT TA working with other staff was important in both themes.

Teaching and learning

The theoretical propositions identified that the social inclusion of GRT pupils may be achieved through the use of formal social interventions (Kiddle, 1999) such as mentoring opportunities (Bhopal et al, (2000) and making sure that GRT culture is reflected in the school environment (DCSF, 2009). The present study identified two aspects of teaching and learning which contributed to social inclusion of GRT pupils: teaching and learning in lessons and GRT culture in the school setting. This theme was identified as the least significant to the social inclusion of GRT pupils. These are discussed below.

The present study refuted the concept of having formal school-based interventions (such as formal mentoring) to support social inclusion. Instead the school took a monitoring approach to the social inclusion of GRT pupils and used informal methods, such as talking to pupils about issues when they arose and developing GRT pupils' self-esteem, when needed. Therefore, the present study found that formal interventions were not needed to promote social inclusion.

The present study confirmed that having GRT culture reflected in the school setting was an effective means of the social inclusion of GRT pupils. In order to achieve this, the school had an annual GRT exhibition where staff and pupils could learn more about GRT lifestyle and culture. Therefore, this research confirmed that overt reference to GRT culture had some positive impact on promoting the social inclusion of GRT pupils and is likely to have encouraged voluntary school attendance. However, the low number of references to this theme suggested that the significance

of it was quite limited when compared to other themes. The disagreement between GRT pupils suggested that individual preferences should be considered.

Summary

The focussed support of school staff, particularly the GRT TA, was the most important factor in promoting the social inclusion of GRT pupils. Ensuring that there was a positive inclusion school ethos, providing clear and consistent links to the GRT community and receiving support from a range of professionals (for staff and pupils), when needed, also had a central role. My findings suggest, that in line with ecological-cultural theory (Ogbu and Simons, 1998), many of these strategies resulted in, for example, development of mutual respect, mutual understanding, effective communication and maintenance of GRT identity. In turn these reduced potential anxieties about education, leading to voluntarily educational participation of GRT pupils.

How does the school promote the academic progress of GRT pupils?

The findings relating to aspects of practice which supported the academic progress of GRT pupils were ranked in order of significance i.e. the number of times that participants made reference to each theme. The research found that the following themes were important in promoting the academic progress of GRT pupils:

1. Focussed staff support
2. Teaching and learning
3. Leadership

4. School access
5. school ethos
6. Multi-agency support
7. Links with GRT community
8. Support networks
9. Communication

Each of these themes will be discussed in turn and compared to the theoretical propositions.

Focussed staff support

The theoretical propositions identified that school staff have a role in promoting the academic progress of GRT by receiving in/formal training with regard to meeting the academic needs of GRT pupils (Robinson et al, 2008), and by having a named member of staff available to speak with GRT pupils regarding any difficulties they experience with their academic work (O'Hanlon and Holmes, 2004). These views were confirmed by the present study. School staff made reference to receiving training specifically related to supporting the academic progress of GRT pupils. They also made frequent reference to the GRT pupils being able to discuss issues relating to their academic work with the GRT TA. In addition, the research identified that CTs and the GRT TA each had specific roles in promoting the academic progress of GRT pupils. These roles are discussed below in turn.

The role of CTs in promoting the academic progress of GRT pupils was found to include: showing high expectations of GRT pupils, providing positive reinforcement, supporting GRT pupils with homework tasks (e.g. providing hardcopies of internet material for GRT pupils with no internet access at home), recognising the needs of GRT pupils within the class setting, offering additional lessons when needed and supporting the SMT with the development of strategies to support GRT pupils. Therefore, the present study identified several specific aspects of the CT role not discussed in the theoretical propositions.

The role of the GRT TA was also perceived, by all participant groups, to be central to promoting the academic progress of GRT pupils. The role of GRT TA included monitoring the progress of academic work, working with GRT pupils on a one to one or group basis, supporting CTs and acting as a consultant for other staff with regard to issues effecting GRT pupils. Therefore, this research identified that having a full-time GRT TA who works specifically to support GRT pupils was central to promoting the academic progress of GRT pupils. I suggest that this focussed support in relation to school work demonstrated to GRTs that their best interests were always considered and their GRT identity was recognised, which was likely to have encouraged voluntary educational participation.

This theme has close links with the leadership theme (discussed below) because it is likely that some of these practices, such as additional lessons, can only be undertaken with the support of the flexible SMT.

Teaching and learning

The theoretical propositions identified that teaching and learning strategies have a role in promoting the academic progress of GRT pupils. For example, identifying and addressing gaps in learning appropriately (Danaher et al, 2007), implementing academic interventions (Danaher et al, 2007; O'Hanlon and Holmes, 2004), use of ICT to support learning (Marks, 2006; Danaher et al, 2007), having high expectations of GRT pupils (Bhopa et al 2000), having varied and flexible teaching styles (Bhopal et al, 2000), and ensuring that GRT culture is reflected in the curriculum (DCSF, 2009).

The present study confirmed all of these issues as being important in promoting the academic progress of GRT pupils, particularly from the perspective of school staff. In addition, the present study identified that recording pupils' success was important in promoting the academic progress of GRT pupils, as was having flexible classroom management styles and timetabling. I suggest that the demonstration of, for example, high expectations, showed GRTs that school staff had belief in their abilities, leading to an interest in learning and voluntary school attendance. Again, this theme has a link with the leadership theme (discussed below) because much of this practice is made possible by a supportive SMT.

Leadership

According to theoretical propositions, promotion of the academic progress of GRT pupils was achieved through: knowledge of national guidance on academic needs of GRT pupils (DCSF, 2009), HT and SMT providing clear leadership with regard to supporting the academic progress of GRT pupils (Danaher et al, 2007), long term

strategies being implemented to ensure academic progress of GRT pupils (Robinson et al, 2008), and having clear and active assessment and target setting policies. All of these factors were confirmed by the present study. Additional factors were also identified, and can be categorised into two sections. Firstly, the role of the SMT and secondly, policy and procedure in school. These will be discussed in turn.

The role of the SMT with regard to promoting the academic progress of GRT pupils was found to include: members of the SMT working with individual GRT pupils, employing appropriate trained staff, promoting positive discrimination for GRT pupils, the HT demonstrating to GRT pupils her value of attendance, and attendance and consideration of timetables to ensure GRT pupils can access relevant lessons. Therefore, this research showed that the role of the SMT in promoting the academic progress of GRT pupils was wide and varied, ranging from individual work with GRT pupils to careful recruitment of staff. The impact of the SMT was particularly noted by school staff. I identified that, for example, the SMT's role in appointing staff to support GRT pupils, contributed to voluntarily attendance because GRTs felt valued and understood by the SMT.

The policies and procedures outlined in the theoretical propositions were found to be important by the present study. In addition, other policies and procedures which had not been identified in the theoretical propositions were identified by the present study. For example, the use of an inclusion unit for GRT pupils was identified as central because this was a place that GRT pupils could access additional academic support. A clear database for GRT pupils when absence from school was also important for carefully monitoring attendance, and links to primary schools were carefully managed

to ensure that relevant information was received and used only in a positive manner. Therefore, this research has identified some unique policies and procedures as well as confirming the effectiveness of those identified in the theoretical propositions.

School access

The theoretical propositions identified that in order to promote the academic progress of GRT pupils attendance needs to be monitored and addressed appropriately (O'Hanlon and Holmes, 2004), study support should be offered when pupils are absent (Marks, 2006; Bhopal et al, 2000, Danaher, 2007) and homework clubs should be available to GRT pupils (Bhopal et al (2000). The present study confirmed that school staff, in particular, identified that all of these factors were important in promoting the academic progress of GRT pupils. In addition, it was found that: offering transport to GRT pupils when needed, providing resources such as laptops and ingredients for food technology lessons, attending college open days with GRT pupils, and the GRT TA visiting the GRT site during periods of absence, all contributed to promoting the academic progress of GRT pupils. I hypothesised that these practices have encouraged voluntary attendance of GRT pupils because they showed that they were valued and their specific needs were considered. Therefore, the present study has identified some unique practices which have helped promote the academic progress of GRT pupils. This theme had links with the focused staff support theme because the GRT TA had a central role in the promotion of school access.

School ethos

The theoretical propositions showed that flexible approaches to learning (Robinson et al, 2008) and celebrating GRT pupils' successes (O'Hanlon and Holmes, 2004) can

help promote the academic progress of GRT pupils. The present study found that these approaches did help to promote the academic progress of GRT pupils, as did staff having a positive, non judgemental attitude to GRT pupils. This research identified the importance of GRT parents recognising the school's positive ethos because when GRT parents perceived the school as positive, they were more likely to voluntarily encourage their children with their attendance and academic progress. This latter point has not been identified in the theoretical propositions, and is, therefore, a unique finding of the present study. This theme has a connection with the links to GRT community theme (discussed below) because without these positive links parents' positive perceptions are unlikely to have developed.

Multi-agency support

According to the theoretical propositions, support from TESS is most important to ensuring academic progress of GRT pupils (Bhopal et al, 2000; Derrington and Kendall, 2007), either to support school staff or to support individual GRT pupils (Danaher et al, 2007, Bhopal et al, 2000). Other named multi-agency professionals were not identified in the theoretical propositions, although it was identified that relevant professionals should support schools to ensure academic progress of GRT pupils (Robinson et al, 2008) and that they should share information in a timely and accurate manner (Robinson et al, 2008; Bhopal et al, 2000). These issues were confirmed by the present study as being important to the promotion of the academic progress of GRT pupils. In addition, the research identified the same professionals as having a role in promoting the academic progress of GRT pupils as those who had a role in promoting the social inclusion of GRT pupils (see above). Their role was found to include supporing:

- school staff (for example, by attending meetings to discuss academic progress of GRT pupils);
- the SMT (for example, by offering advice and consultation);
- GRT families (for example, to support school attendance of GRT pupils) and
- GRT pupils (for example, offering careers advice or acting as an advocate for the child).

Therefore, the present study was able to identify which professionals contributed to the promotion of the academic progress of GRT pupils, and defined what their role was in relation to this issue. It should be noted that supporting professionals placed more emphasis on this issue than GRT parents or school staff. With the exception of the role of TESS, detail about the professional role in relation to GRT pupils has not been identified in previous research.

Links with GRT community

The theoretical propositions showed the importance of positive links between schools and the GRT community (Wilkin et al, 2009; Robinson et al, 2008) in terms of promoting academic progress. This is because these links can lead to: strong relationships with parents and carers (Wilkin et al, 2009; Danaher et al, 2007), school staff having cultural awareness with regard to GRT attitudes to education (Danaher et al, 2007), a clear knowledge of GRT pupils' educational history (Blaney, 2005), and the wider family can become involved in the education of the GRT pupils (Robinson et al, 2008; Bhopal et al, 2000). The present study identified all of these factors to be important in the promotion of the academic progress of GRT pupils, particularly from the perspective of GRT parents. I suggest that this resulted in voluntary educational participation because the strategies resulted in, for example, trust between school staff

and parents, school staff being aware of individual circumstances, and school staff understanding GRT culture. In addition, it was hypothesised by the SMT that the academic progress of GRT pupils may be promoted by having school staff from the GRT community who can act as role models. However, this approach had not had time to be evaluated for success at the time of the research.

Support networks

Support networks to promote the academic progress of GRT pupils were not identified by the theoretical propositions. However, based largely on GRT pupils' and GRT parents' responses, the present study identified peer support and parental involvement which contributed to academic progress of GRT pupils.

Peer support identified to promote the academic progress of GRT pupils included peer support with work (in class, at after school clubs and at home) and informal peer assessment initiated by school staff. These informal peer support mechanisms were perceived to have some importance in promoting academic progress of GRT pupils, and provide new evidence for this field of research. My findings suggest that the availability of peer support potentially encouraged GRT pupils to attend school voluntarily because they felt secure and helped by their peers.

Parental involvement in terms of supporting homework, advising their children about who to talk to in school about their concerns with their work and parents expressing the value of education, had some importance in promoting the academic progress of GRT pupils. There is an important connection to the links with the GRT community theme (discussed above) because without this positive link, GRT parents would be far

less likely to have a positive perception of the school which they can share with their children. In turn, this connects with the focused staff support theme (discussed above) because it was the role of GRT TA which enabled the links with the GRT community to form.

Communication

The theoretical propositions identified that communication between staff and GRT pupils (Wilkin et al, 2009; Danaher et al, 2007) and effective and supportive communication between staff (Robinson et al, 2008) had a role in promoting the academic progress of GRT pupils. The present study found that communication was the least significant factor in developing academic progress of GRT pupils, although having the systems to communicate when needed was acknowledged as important, especially by GRT pupils. I hypothesise that communication between the GRT TA and GRT pupils was key to ensuring continued voluntary school attendance because this enabled GRT pupils to feel valued, get support with their work, and have a role model figure to talk to.

Within the theme of communication, the most important communication was perceived to be that between the GRT TA and both staff and GRT pupils. Therefore, again, this theme identified the importance of the role of the GRT TA. It can be hypothesised that communication received the fewest number of references because the communications systems that are in place the schools setting are used so automatically by school staff that they did not perceive them as strategy for supporting GRT pupils.

Summary

As with the promotion of social inclusion of GRT pupils, focused support from school staff, particularly the GRT TA, was the most significant factor. In addition, central to ensuring the academic progress of GRT pupils, was: appropriate teaching and learning strategies which included bringing the GRT culture into the curriculum at times; having clear leadership and guidance from the SMT and school policies and supporting continued access to school once a GRT pupil was on roll. As with the first research question, I theorise that inline with ecological-cultural theory (Ogbu and Simons, 1998) many of these strategies resulted in, for example, supportive forums to discuss work, extended access to school and demonstration of high expectations. All of these factors may have reduced potential anxieties about education, leading to voluntarily educational participation of GRT pupils.

Theory development

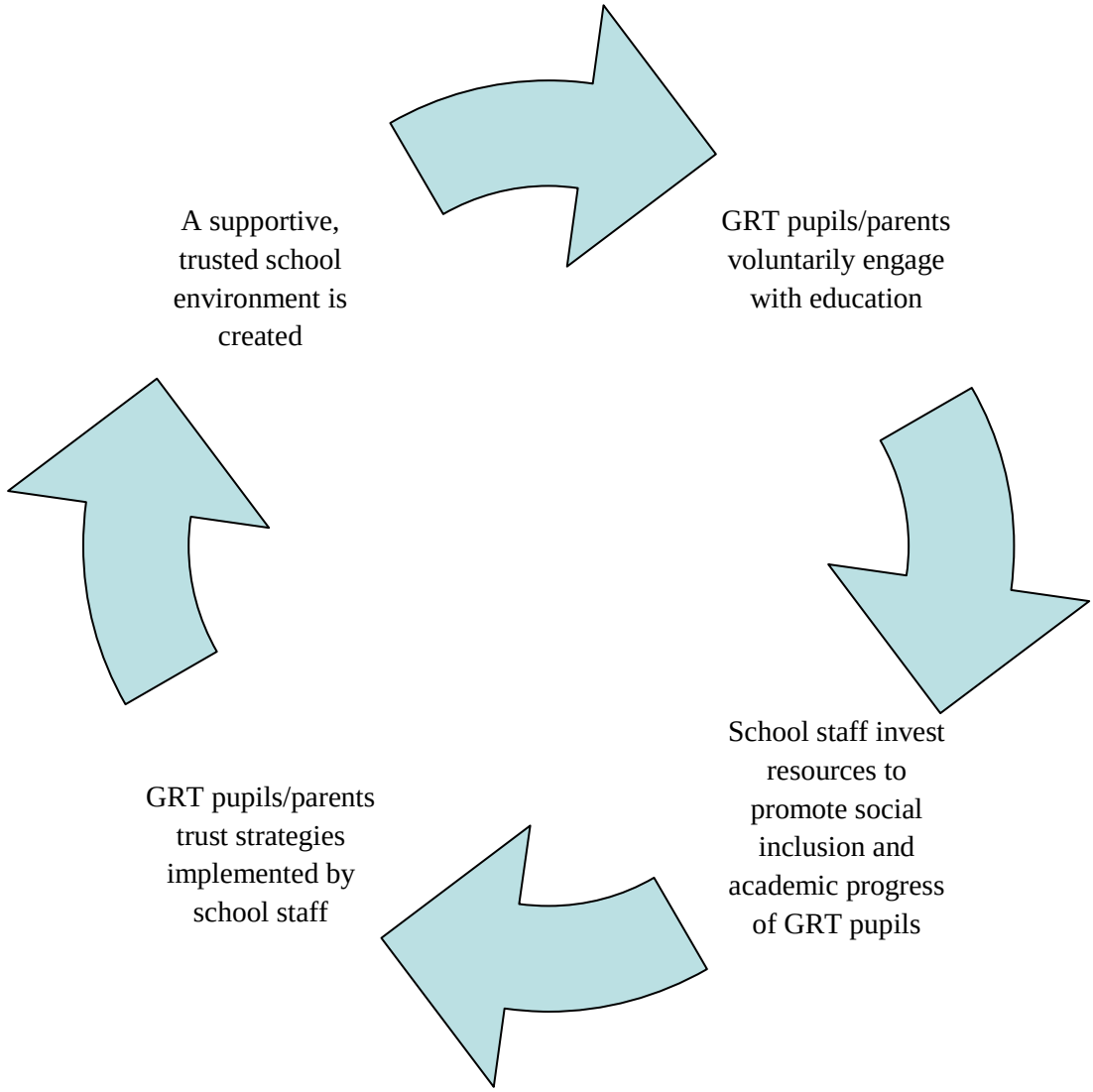
Cultural–ecological theory

Cultural–ecological theory of school performance (Ogbu and Simon, 1998) outlined the differences between responses to education from groups who engaged voluntarily compared with those whose involvement was involuntary (discussed in Chapter Two: Part One). They make the following suggestions for increasing voluntary involvement in schools:

- **Build trusting relationships:** They referred to the need to demonstrate that the pupils' best interests were consistently considered and that their identity was being maintained.
- **Accommodate pupils' culture:** They identified the need for the pupils' culture and language to be incorporated, in parallel with demonstrating an understanding of their culture, so that the gap between cultural patterns and school processes was reduced.
- **Address opposition:** They identified the need to discuss pupils' resistance to school so that pupils can self reflect on their behaviours.
- **Provide role models:** It was suggested that role models are needed for pupils to admire and emulate as a means of promoting motivation in the school setting.
- **Demonstrate high expectations:** The aim of this process was to convey a sense of belief in pupils' abilities.
- **Involve the community:** The intention behind this act was identified as showing parents that they are respected and needed in order to support pupils' progress.

Based on the findings of the present study I would suggest that this theory can be applied to GRT pupils. I found that all of the above factors impacted on the education of GRT pupils to varying degrees, and that other strategies also contributed to school experiences of GRT pupils. Throughout the interviews with GRT parents and GRT pupils it was clear that they had entered into the education system voluntarily which may, in part, explain the pupils' levels of success. My hypothesis was that this was a circular relationship, as outlined below in Figure Three.

Figure Four: Circular process to engage GRT communities with the education system



Further research could be undertaken to explore this issue in more depth. Whilst school success is important for GRT pupils, it is also necessary to consider potentially challenging impacts of educational success. This is discussed in the following section.

Impact of educational success on GRTs

The education of secondary school aged GRT pupils has become more necessary. This is due to the reduction in traditional GRT employment and businesses and the increased need for literacy skills in all aspects of life. This need is becoming more widely recognised amongst GRT communities families. Therefore, they are opting to invest in supporting educational participation and attainment despite the threats of assimilation and erosion to GRT culture.

As a result, the wider, long term and more challenging impact of education needs to be acknowledged. I considered this issue at three levels: individual, family and community. These will be discussed in turn. It should be noted that these views are based on my personal reflections and informal discussions with the GRT participants following the completion of the present study, rather than on stringent research.

Individual impact: Successful education is likely to enhance GRT pupils' aspirations and ambitions. This can lead to emotional conflict between following opportunities arising from their educational success verses maintaining GRT identity by seeking opportunities within traditional GRT roles. This conflict can lead individuals to experience feelings of disloyalty to their community; guilt for wanting to learn; attempts to compartmentalise their lives (for example, hiding their ethnicity at school and hiding their literacy skills at home); or a frustration with tradition gender roles. As well as emotional conflict, success in the education system can lead to isolation. For example, isolation from extended family due to school systems being organised

by age which separates family members or isolation from their community if they are perceived no longer to be suitable for marriage within the GRT community.

Having experienced these conflicts during their school years, GRT young people can experience further difficulties when they leave school and follow the aspirations given to them by the education system. For example, due to prejudice from non-GRTs, being denied access to the post-sixteen education, training or employment options that would normally follow a 'successful' educational experiences.

Family impact: The educational success of GRT children can cause tensions for families. As GRT children spend more time in education, families could experience structural changes in the home. For example, the erosion of GRT traditions such as children's early acquisition of adult roles gained by being at home; intergenerational activities which occur informally on sites; or inequality between educated and non-educated family members. In addition, value systems, such as gender roles, may be challenged by educated GRT children. From a more pragmatic perspective, if GRT pupils make career choices that are outside of family expectations they can leave family businesses in danger because younger generations will no longer be available to continue them. Alternative career choices can also present a financial burden for families who are being required to pay college or university fees which were not expected.

Community impact: The successful education of GRT children present GRT communities with the challenge of maintaining their identity in a changing world. These challenges may include accepting the decline of the Romani language; accepting some mainstream values due to other limited employment opportunities and increased literacy skills amongst GRTs; having a smaller community as younger GRTs chose to leave the community; and having a divide in the needs and opinions of different generations.

Based on these reflections, an interesting follow up piece of research from the present study would be to ascertain the impact of education on the GRT participants in a few years time.

Conclusion

The majority of the theoretical propositions have been confirmed by the present study. In addition, it further developed many of the theoretical propositions. It is clear that some of the themes do have important connections to one another. Therefore, it is important to view the themes together rather than taking each theme in isolation. It was also clear that some themes were more significant to some participant groups then others.

Focused staff support was the most significant theme for promoting both social inclusion and academic progress. However, the other significant themes varied considerably for each research question, suggesting that the school had a flexible and committed approach to ensure that all factors were implemented simultaneously to continuously promote social inclusion and academic progress. It should be acknowledged that throughout many of the themes, the role of the GRT TA was apparent, emphasising the significance of this role from the perspective of all participant groups. However, despite the key role of the GRT TA, the contribution of CTs and the SMT role in supporting the GRT TA, the professional supervision of the GRT TA, or the GRT TA links with the TESS were not made explicit. It would be interesting to explore these issues further. A more detailed conclusion is drawn in the following chapter, and the contributions of these findings are discussed.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

Overview of chapter

This section begins by providing a summary of the research findings in relation to each research question. Following this, the research is evaluated, and recommendations for the use of the findings and further research are made. This chapter finishes with a concluding comment.

Research conclusions

Overview of the findings

This research identified how a secondary school supported the social inclusion and academic progress of GRT pupils. The research questions, data gathering process, and data analysis were guided by the research propositions (Yin, 2008). These propositions were devised through critical examination of existing research in this field. Focused staff support was found to be the most significant factor in promoting both the social inclusion and academic progress of GRT pupils, notably having a full time GRT TA whose role was solely to address the needs of GRT pupil was central to a positive educational experience of GRT pupils. This research confirmed existing theories, as well as generating new theories with regard to supporting secondary aged GRT pupils, as summarised below.

How does the school promote the social inclusion of GRT pupils?

The promotion of social inclusion was found to be supported by the following factors, which are presented in order of significance, (themes marked with * received the same number of references), focussed staff support; school ethos; links to GRT community; multi-agency support; school access; leadership; support networks*; communication*; and teaching and learning. Within these themes, the present study confirmed existing theoretical propositions relating to these support strategies, and identified that focused staff support was a pertinent issue for all participant groups.

This present study also identified new information about how the social inclusion of GRT pupils is promoted. These new and unique findings are outlined below:

- The identification of the success of having a full-time GRT TA in the school setting to support the social inclusion of GRT pupils.
- The effectiveness of positive discrimination for GRT pupils.
- The effectiveness of having one person developing links with the GRT community.
- The identification of several professional services which support the social inclusion of GRT pupils and information about their roles.
- The importance of having a flexible and responsive SMT who undertake a varied range of activities (from individual work to policy development).
- Identification of ways in which GRT parents can have a positive impact on their children's social inclusion at school.

How does the school promote the academic progress of GRT pupils?

The promotion of academic progress was found to be supported by the following factors (presented in order of significance): focussed staff support; teaching and learning; leadership; school access; school ethos; multi-agency support; links with GRT community; support networks; and communication. Within these themes, this research confirmed existing theoretical propositions relating to these support strategies, and identified that focused staff support was an important theme for all participant groups.

The present study also identified new information about how the academic progress of GRT pupils is promoted. These new and unique findings are outlined below:

- The identification of the success of having a full-time GRT TA in the school setting to support the academic progress of GRT pupils.
- The importance of highly flexible timetables and classroom management.
- The identification of the importance of a flexible and responsive SMT.
- The importance of a specific and focused monitoring and response system for GRT attainment and attendance.
- The identification of several professional services which support the academic progress of GRT pupils and information about their roles.
- The effectiveness of strong links with the GRT community and involving them in school decisions.

Summary

Whilst recognising that direct generalisation is not possible, these findings suggest that there are simple, cost effective strategies which schools supporting GRT pupils can potentially implement in order to promote both the social inclusion and academic progress of GRT pupils. The findings of the present study provided support for the ecological-cultural theory of school performance (Obgu and Simons, 1998). I hypothesised that the strategies identified resulted in voluntary engagement with the school, which in turn led to social inclusion and academic progress. The circular process which I suggest occurred is shown in Figure Three. This issue could be explored in more depth in future research.

Reflections and evaluation

Reflections on the research process

One of the most challenging aspects of the research process was the initial reluctance of the HT to give permission for school staff and pupils to participate in the study. This was due to concerns about the impact on the relationship between school staff and members of the GRT community. It was felt by the HT that, although these relationships were not threatened at the time of the research, they remained delicate. This left potential for GRT parents to cease communication with school staff or remove children from the setting if they had a negative experience associated with the school. After considering the research proposal, the HT decided that the research design was unlikely to result in a negative impact and agreed to participation of the

school staff and pupils. This concern impacted on an important data collection decision - when GRT parents' circumstances changed preventing interviews from taking place at planned time, I decided that alternative arrangements would not be pursued. This was to avoid GRT parents experiencing any pressure to participate. It is acknowledged that this resulted in a loss of the GRT voice in the findings.

Another challenging aspect of the research design was defining 'social inclusion' and 'academic progress' in a way which was succinct and accessible to participants, without eliminating their original meanings. This was achieved by considering which aspects of these concepts were most pertinent to GRT pupils. Based on informal discussions with GRT pupils, GRT parents and school staff I decided that feeling 'happy and welcome' were key elements for GRT pupils to feel socially included in the school. Similarly, I judged that making progress from a baseline, rather than achieving at an age-expected level reflected 'academic progress' that GRT pupils recognised and valued.

Another important consideration during the design process was the importance of developing a relationship between GRT participants and myself prior to data gathering in the hope that this would result in more authentic responses. Therefore, several informal opportunities were taken to meet with GRT parents and pupils in the school setting. This appeared to have a positive effect because it resulted in participants seeming to be relaxed, open and honest in my presence. It is acknowledged that the responses given during any research are at risk of inaccuracies, incomplete responses or response bias. However, detailed information and

spontaneous responses suggested that having formed a relationship prior to data collection had been beneficial.

Gaining informed consent of GRT participants was challenging due to low literacy levels. Therefore, as well as written information all GRT participants received verbal information about the project prior to their interviews through face to face discussions or telephone conversations.

Throughout the research process, there were other challenges which needed to be addressed. For example: GRT participants preferring not to have their voices recorded; family circumstances preventing the participation of GRT parents; and planning interviews and focus groups around the school timetable. Using Yin's (2008) approach to case study allowed flexibility to help overcome some of these issues. Strategies used to address some of these issues are discussed in the following section.

Despite these challenges, the present study provided insightful data about how the case study school successfully promoted the academic progress and social inclusion of GRT pupils. The high level of involvement from all participant groups; the enthusiasm of staff from the case study school; and LA interest in the findings were positive factors which suggested that this topic is an important area to continue researching.

Evaluation

As discussed in Chapter Three, the research was carefully designed in order to ensure that findings produced were accurate and valid. However, it is recognised that all research designs have weaknesses, and case study is no expectation. The main limitations of this study, and how they were addressed, are summarised below.

Participants: One hundred percent of GRT pupils, school staff and supporting professionals participated in the study. However, sixty percent of identified GRT parent participants were unable to be interviewed due to family circumstances such as bereavement and site eviction. As these were genuine reasons for non-participation, having a longer data gathering period may have resulted in greater participation from GRT parents because they could have been interviewed when family circumstances had improved. It is acknowledged that this potentially resulted in the loss of important voices within the findings.

Although some GRT parents could not participate themselves, they gave consent for one hundred percent of GRT pupils to participate. This suggested that a trusting relationship was developed between the school, myself and the GRT families. I achieved this by: providing written information about the study; informally meeting GRT parents and GRT pupils prior to interviews and focus groups; and talking to GRT parents on the telephone about the study. This process was supported by the GRT TA who also discussed the study with GRT parents and GRT pupils.

In addition, as with all research in this area, the voice of GRT families who choose not to identify themselves to the LA as members of the GRT community, was not present.

Data gathering methods: In order to engage GRT parents and pupils with the research it was necessary to have the GRT TA present during the interviews with GRT parents and focus groups with GRT pupils. It is acknowledged that this may have affected responses from GRT participants because this had potential to lead to responder bias. However, all GRT participants reported trusting the GRT TA and feeling that they could express their views honestly in her presence, suggesting that responder bias was unlikely to have occurred.

In addition, GRT participants did not wish to be voice recorded. The main explanation that GRT participants provided was that they wished to remain anonymous, and were concerned that a recording could make them identifiable (despite explanations that recording would be destroyed).Therefore, written records of the interviews and focus groups were made which may have resulted in a small amount of data being lost in the transcription process. However, the support of a RA reduced this possibility.

Timing: I acknowledge that this research identified effective support strategies for the promotion of the social inclusion and academic progress of GRT pupils which were in effect at the time study only. Therefore, this research can only provide insight into strategies used during this period of time.

Reliability: It is acknowledged that the replication of all qualitative research can be problematic. In order to address this issue, an accurate research diary was kept and a case study database held all of the case study data.

Validity: Responder bias cannot be completely controlled for in qualitative research. However, as discussed in Chapter Three, control techniques (such as giving clear explanations about the purpose of the research and the reason of participant selection) were used to reduce the occurrence of such biases.

Data analysis: The thematic analysis was at my discretion in terms of which participants' statements were categorised into each theme. This was addressed by using the theoretical propositions as a guide, discussing with a RA to ensure consistency in analysis, and checking each theme for consistency after the analysis was complete.

The reflections and evaluation of the study suggest that case study was the most appropriate methodology to address the research questions in the time available. The strengths of using qualitative methodology (discussed in Chapter Three) enabled an in depth understanding of topic. Therefore, despite the limitations addressed above, the careful design of the study and the methodical data analysis process ensured that valid and authentic findings were generated.

Recommendations

The findings of this research can potentially be used to inform a range of audiences, some suggestions are made below.

Policymakers

This research, along with other research in this field, can help to raise awareness about the needs of GRT pupils within the school system. These findings can be considered alongside previous research in the field to help inform provision and support for GRT pupils in school settings. This research is particularly valuable because it focuses on secondary aged GRT pupils, an age group which have not been researched extensively, despite their level of risk within the education system. When the evidence base of effective strategies to support GRT pupils is developed further, it may be possible to introduce statutory guidance for schools in an attempt to help to prevent low levels of social inclusion and academic progress in future generations of GRT pupils.

Training

The findings of the present study will be used in the LA (where it was undertaken) to develop a training package to offer to other settings with regard to successful support strategies for GRT pupils. This has been requested by the Principle EP, and will be delivered in collaboration with the TESS. This training could be taken to other LAs

where further support strategies for GRT pupils are needed. However, regional differences would clearly need to be considered. Whilst the findings cannot be generalised to other settings in full, the themes and practices identified could be outlined in this training, so that schools can make professional judgements about which aspects of the themes and strategies could be applied to their settings.

Researchers

This research highlights effective practice to promote the social inclusion and academic progress of GRT pupils which would have otherwise remained unidentified. It is likely that there is a number of schools and settings offering effective support for GRT pupils which could be researched to help develop a greater evidence base of practice. Further research could be used to confirm the findings of the present study as well as potentially identifying new strategies which effectively support GRT pupils in school settings. Suggestions for related research are shared below.

Further research

It would be interesting to explore latent themes identified during the inductive analysis to ascertain if they are significant issues. Firstly, the effect of voluntary versus involuntary entry to education on outcomes (based on ecological-cultural theory of school performance (Obgu and Simons, 1998)) could be examined. Secondly, the concept of identity could be explored to understand if it has an impact of the educational success of GRT pupils.

It would be interesting to use the same methodology to research strategies used in other schools which are identified as having successful practices with GRT pupils. This type of multiple case study design (Yin, 2008) would help ascertain which strategies are consistently used across a number of schools, and could provide strong evidence regarding the most effective methods of supporting GRT pupils.

Similarly, it would be interesting to use the same methodology in a primary school which has identified good practice with GRT pupils in order to ascertain if different support strategies are needed in the two different types of school settings, or whether the effective strategies are applicable to all age groups.

It would be beneficial to explore the application of the strategies for other GRT groups. The GRT participants in this study were from a Gypsy Romani background, so it would be interesting to ascertain which of these strategies, if any, were equally effective for GRT pupils communities, such as Welsh Gypsy Travellers, Travellers of Irish Heritage, Fairground families, Bargees or New Travellers (discussed in Chapter Two: Part One), or whether alternative strategies were most effective. This could be explored in both primary and secondary schools.

This present study identified that there was a discrepancy between the work that multi-agency professionals reported that they undertook to support GRT families (either directly at the GRT sites or indirectly through school settings) and the

recognition of this work by school staff, GRT parents and pupils. Therefore, it would be interesting to explore professional roles in relation to GRT pupils further, and gain some understanding about why this work is not always recognised by school staff and the GRT community.

The present study focused on strategies that the school and supporting professionals undertook to promote social inclusion and academic progress for GRT pupils. During the research, some strategies used by parents were identified, and it would be interesting to extend this further and research the specific impact of parental involvement on GRT pupil's school success.

The present study examined how a school setting has effectively supported GRT pupils to remain socially included in school and to make academic progress. This research could be extended by exploring the impact of this positive school experience on GRT pupils' future choices. For example, in terms of job and career choices, or schooling choices for their own children. It would interesting to track GRT pupils who have had a positive school experience and discover if this results in them making life choices which differ to those of GRT pupils who have not experienced such successful schooling. Much of the research relating to GRT pupils does not include the voice of the GRT community, or does so in a limited manner, therefore, this type of research would be a welcome addition to the research field.

Linked to this, it would be interesting to research GRT pupils' perception of a school which was identified as effective, some time after they have left, and consider which aspects they valued retrospectively and which practices they felt supported them in their future development and adult life.

Concluding statement

The research topic was selected because secondary aged GRT pupils have been consistently identified as a vulnerable group within the education system (Reis, 1975; Ofsted, 2003; DCSF, 2009) with attainment levels consistently below that of their non-GRT peers (DfE, 2011). There is still a limited evidence base to indicate which practices are effective in promoting the social inclusion and academic support of GRT pupils. The findings of the present study contribute the development of this evidence base. It is my hope that GRT education in the future can be shaped by good practice not by constraints resulting from past experiences.

The present study has shown that that there are simple, cost effective strategies which schools can implement in order to promote the social inclusion and academic progress of GRT pupils. Therefore, I hoped that the findings of the present study, along with other literature in this field, can contribute to the prevention of future generations of GRT pupils experiencing levels of academic success which is significantly below that of their non-GRT peers. The present study has demonstrated that there are strategies which can be implemented by schools to encourage voluntary participation in

education in order to prevent this pattern from continuing. However, reflections on the present study have highlighted that there is also need to consider, and help manage, potentially challenging consequences which result from success in the education system.

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Appendix one

Case study protocol

A. Introduction to the case study and purpose of case study protocol

1. Role of the protocol in guiding the researcher

- Provide a guide for the research
- Working document which may change as the research progresses
- Ensure that the Research Assistant is fully informed about all aspects of the research

2. Overview of case study

Aim: The aim of the research is to ascertain effective support strategies used to ensure social inclusion and academic progress of GRT pupils. The research aims to confirm existing theories as well as establish new ones, using previous theories (theoretical propositions) as a template with which to compare results (Yin, 2008).

Research questions:

- How does the school promote the social inclusion of GRT pupils?
- How does the school promote the academic progress of GRT pupils?

Case study type: A single case study allows a unique case (Yin, 2008) to be examined. Therefore, the case study will use an embedded single case study, meaning that the single case study has more than one group of participants (Yin, 2008), namely school staff, supporting professionals, GRT parents and pupils.

The case study will use explanatory methodology. It will aim to explain what makes the school effective in promoting inclusion for GRT pupils. Explanatory case studies are suitable for answering 'how' and 'why' research questions (Yin, 2008), as opposed to a 'what' and 'where' research questions.

Purpose: The purpose of the study is to identify specific aspects of practice which promote the academic progress and social inclusion of GRT pupils. This will be

achieved by identifying specific effective practices in a school which has been recognised as effectively promoting the social inclusion and academic progress of GRT pupils.

Context: National data relating to academic attainment reported by the DfE (2011) shows that GRT pupils are making some progress, but that the gap between GRT pupil and non-GRT pupils is still significant (DfE, 2011), as shown in the table below.

Table One: National data showing the percentage of key stage four pupils achieving five or more A-C GCSEs,2005-2010 (DfE, 2011)*

Ethnicity/Date	**2005/06**	**2006/07**	**2007/08**	**2008/09**	**2009/10**
White	44.4	46.1	48.4	50.7	55.1
Traveller of Irish heritage	**11.1**	**8.6**	**7.3**	**9.1**	**22.0**
Gypsy/Roma	**3.9**	**7.0**	**6.8**	**9.1**	**8.4**
Mixed	42.8	44.5	47.4	51.3	55.0
Asian	46.1	48.2	50.9	53.1	58.4
Black	33.6	37.1	40.7	44.5	49.3
Chinese	65.8	70.7	69.9	71.6	75.5
All pupils	44.0	45.8	48.2	50.7	55.1

This pattern continues in the LA where the case study will be undertaken, as shown in the table below.

Table Two: LA data showing the number of pupils who achieved five or more GCSE grades A-C (2009/10)*

Ethnicity	**% Achieving 5 A*-C GCSEs**	**% Achieving 5 A*-C GCSEs inc. Eng & Math**
GRT	18.2%	0.0%
All pupils	68.3%	48.8%

This pattern of low attainment for GRT pupils is consistent across all age groups, with particular concern relating to secondary school aged GRT pupils. These concerns include:

- Secondary school age GRT pupils are most vulnerable (DfES, 2003; Ofsted, 2003; Derrington and Kendall, 2004) – an estimated 12,000 secondary school aged GRT children were not attending school (Ofsted, 2003).
- 53% of secondary aged GRT pupils are not registered with a school (Ofsted (2003). Of those who are registered a large proportion leave before the age of 16 years (Derrington and Kendall (2007).
- Many GRT families only value education up to the end of primary age, resulting in low attendance at secondary age (Witt, 2000).
- Many secondary aged pupils are discouraged from secondary education by their parents due to an expectation that they generate income or take domestic responsibilities (Derrington and Kendall, 2004), especially boys (Blaney, 2005).
- Some GRT parents perceive secondary education as impeding their maturity (Green and Stokoe, 2005).
- Clashes between exam periods and travel patterns often prevent exams being taken (Green and Stokoe, 2005).
- Schools where GRT pupils are granted acceptance are limited (Levison, 2008)
- GRT pupils find it hard to assert their own identities in secondary schools because they are a minority, this may leave them feeling isolated, vulnerable, and as if their culture will not be respected (Kiddle, 2000).
- The distinctive nature of GRT culture is often interpreted as disruptive, and time is not taken to understand or explore their perspectives (Kiddle, 2000).
- Secondary school places are usually applied for in the October of year six. At this time of year GRT families are often travelling, and as a result, they miss the opportunity to register (Kiddle, 2000).
- Many GRT families perceive school as being inappropriate in meeting their needs (Clark, 2006a).
- Whilst the attainment gap has narrowed each year since 2006, GRT pupils are still the lowest performing ethnic group, in terms of attaining five or more A*-C GCSE grades. See the tables below for supporting data (DfE, 2011).

It is because of these issues that this research will focus on GRT pupils in secondary education.

3. Theoretical framework for the case study

Theoretical propositions, shown in the table below, will provide a framework for the research. These propositions will guide the data collection and analysis. The findings of the case study will be compared to the theoretical propositions in order to confirm or refute them, as well as identifying where the study has produced new and unique findings.

Table Three: Theoretical proposition to guide the research

Overall theme from research	**Subthemes relating to social inclusion**	**Subthemes relating to academic progress**
	Schools most effective when the following are implemented:	***Schools most effective when the following are implemented:***
School access	• Transport difficulties are addressed (Bhopal et al, 2000). • Access to extra-curricular activities is available (OfSTED, 1999, Derrington and Kendall, 2007, 2004, 2003).	• Attendance is monitored and addressed appropriately (O'Hanlon and Holmes, 2004). • Study support is offered when GRT pupils absent (Marks, 2006; Bhopal et al, 2000, Danaher, 2007). • Homework clubs are offered to GRT pupils (Bhopal et al (2000).
School ethos	• Inclusive ethos is apparent to pupils and parents (Bhopal et al, 2000). • All staff are approachable (Bhopal et al, 2000; O'Hanlon and Holmes, 2004). • The views of GRTs are elicited and valued (DCSF, 2009). • There is a clear celebration of, and understanding of, diversity (Ivatts, 2005). • Support to maintain GRT identity is apparent (Ivatts, 2005). • GRT pupils and parents can observe that racial discrimination is not tolerated in the school setting (Bhopal et al, 2000).	• Flexible approaches are used in the school setting (Robinson et al, 2008). • Pupils' successes are celebrated (O'Hanlon and Holmes, 2004).
Support networks	• GRT pupils having a secure network of friends (Derrington and Kendall, 2007, 2004, 2003). • Buddy systems (for example, using peers/siblings) are used (Derrington and Kendall, 2007). • There is support to develop peer relationships (Derrington and Kendall, 2007).	
Staff support	• Staff received in/formal training with regard to meeting the social needs of GRT pupils (Robinson et al, 2008).	• Staff received in/formal training with regard to meeting the academic needs of GRT pupils (Robinson et al, 2008).

	• Staff display a positive attitude towards GRT culture (Ivatts, 2005). • Staff offer effective pastoral support (Ofsted, 1999; Bhopal, Gundara, Jones, and Owen (2000). • GRTs pupils have a named member of staff to speak with regarding any difficulties they experience in school (O'Hanlon and Holmes, 2004).	• GRTs pupils have a named member of staff to speak with regarding any difficulties they experience with their work (O'Hanlon and Holmes, 2004).
Teaching/ Learning	• Social interventions are used, as appropriate to support social inclusion (Kiddle, 2000). • GRT pupils are offered mentoring opportunities (Bhopal at al, (2000). • GRT culture is reflected in the school environment (DSCF, 2009).	• Gaps in learning are identified, and addressed appropriately (Danaher et al, 2007). • Academic interventions are implemented appropriately (Danaher et al, 2007; O'Hanlon and Holmes, 2004). • ICT is used to support GRT learning, where appropriate (Marks, 2006; Danaher et al, 2007). • All professionals express high expectations of GRT pupils (Bhopal, 2000). • Teaching styles are varied and flexible to meet the needs of individual GRT pupils ((Bhopal et al, 2000). • GRT culture is reflected in the Curriculum (DCSF, 2009).
Leadership (policy and procedure)	• National guidance with regard to meeting social needs of GRT pupils is implemented in schools, as appropriate to the setting (DCSF, 2009). • HT and SMT provide clear leadership with regard to supporting the social inclusion of GRT pupils (Danaher et al, 2007). • Long term strategies are implemented to ensure social inclusion of GRT pupils (Robinson et al, 2008). • Anti-discrimination policy actively addresses the social inclusion of GRT pupils (Robinson et al, 2008). • Equal opportunities policy is	• National guidance with regard to meeting academic needs of GRT pupils is implemented in schools, as appropriate to the setting (DCSF, 2009). • HT and SMT provide clear leadership with regard to supporting the academic progress of GRT pupils (Danaher et al, 2007). • Long term strategies are implemented to ensure academic progress of GRT pupils (Robinson et al, 2008). • Assessment policy actively addressees the academic progress of GRT pupils (for example, giving consideration to timings of assessments)

	active (Bhopal et al, 2000). • EAL policy actively addresses the social inclusion of GRT pupils (Kiddle, 2000).	(Bhopal et al, 2000). • Target setting is used to support and monitor progress (Danaher et al, 2007).
Multi-agency working	• TESS support schools to ensure social inclusion of GRT pupils (Bhopal et al, 2000; Derrington and Kendall, 2007). • All other relevant professionals support the school to ensure social inclusion of GRT pupils (Kiddle, 2000). • Information sharing between agencies is timely and accurate (Robinson et al, 2008; Bhopal et al, 2000). • TESS offering specific support to GRT pupils with regard to social inclusion (DCSF, 2009).	• TESS support schools to ensure academic progress of GRT pupils (Bhopal et al, 2000; Derrington and Kendall, 2007). • All other relevant professionals support the school to ensure academic progress of GRT pupils (Robinson et al, 2008). • Information sharing between agencies is timely and accurate (Robinson et al, 2008; Bhopal et al, 2000). • TESS offer specific support to GRT pupils with regard to academic needs (Danaher et al, 2007, Bhopal et al, 2000).
Links with GRT communities	• School links with GRT community are positive (Wilkin et al, 2009; Robinson et al, 2008). • School have a clear knowledge of GRT pupils' educational history (Blaney, 2005). • School staff take time to build trusting relationships with the GRT community (Wilkin et al, 2009; Danaher et al, 2007). • Relationships with parents/carers are strong (Wilkin et al, 2009; Danaher et al, 2007). • Home- school links develop trust and communication between the setting and parents (Robinson et al, 2008).	• School links with GRT community are positive (Wilkin et al, 2009; Robinson et al, 2008). • Staff have cultural awareness with regard to attitudes to education (Danaher et al, 2007). • School have a clear knowledge of GRT pupils' educational history (Blaney, 2005). • The wider family are involved in education (Robinson et al, 2008; Bhopal, 2000). • Relationships with parents/carers are strong (Wilkin et al, 2009; Danaher et al, 2007).
Communication	• Communication between staff and GRT pupils is effective (Wilkin et al, 2009; Danaher et al, 2007). • Communication between all staff involved is effective and supportive (Robinson et al, 2008).	• Communication between staff and GRT pupils is effective (Wilkin et al, 2009; Danaher et al, 2007). • Communication between all staff involved is effective and supportive (Robinson et al, 2008).

B. Data collection procedures

1. Names of case study school and key contacts

School: The case study school (anonymous)

Main contacts: HT, SENCo, GRT TA (anonymous)

2. Data collection plan

Table Four: Summary of data collection plan

Method	Information source	Date and location	Researchers
Semi-structured interview	SMT (HT and SENCo) CTs (Subjects taught - science, design and technology x 2, food technology, religious education, history) GRT TA	Spring term 2010, case study school. Dates and times to be agreed with participants.	Researcher (Interviewer) Research Assistant (Written record)
Semi-structured interview	GRT parents x 6	Spring term 2010, GRT parents' home (with GRT TA). Dates and times to be agreed with participants and GRT TA.	Researcher (Interviewer and written record) GRT TA (present as familiar to the participants)
Focus group	GRT pupils x 10	Spring term 2010, case study school. Dates and times	Researcher (Interviewer)

		to be agreed with participants	Research Assistant (Written record)
Questionnaire	Supporting professionals x 6	Spring term 2010, by post.	N/A

3. Expected preparations prior to data collection

- SMT of case study school have a full understanding of study and their role, and give consent for school involvement (discussed in chapter three)
- A clear data collection period defined (discussed in chapter three)
- Agree dates and times with participants, at their convenience
- Diary flexibility to allow for rescheduling interviews following any cancellations due to unexpected events
- Availability of a voice recorder
- Questionnaires for supporting professionals developed (discussed in chapter three)
- Interview questions developed for parents and school staff (discussed in chapter three)
- Focus group questions developed for GRT pupils (discussed in Chapter Three)
- Consent forms developed for all participant groups (discussed in Chapter Three)
- Written and verbal information about the study provided to all participants (discussed in chapter three)

- A proforma devised for the Research Assistant to make a written record of focus group responses and school staff responses
- Time available immediately after interviews with GRT parents and the focus groups with GRT pupils to write up notes in full to ensure maximum written records

- Agreement that a member of school staff (GRT TA) will be available to be present during the focus groups with the GRT pupils and interviews with GRT parents

- Software and licence for data analysis program, Nvivo, to be purchased

- Undertake training to use data analysis software, Nvivo

- Agree dates for data analysis with research assistant

- Research Assistant given clear details about the role and the research

- Succinct and clear definitions of key concepts to be shared with participant groups and the Research Assistant as follows:
    - 'GRT' refers to all members of the Traveller community.
    - 'Social inclusion' refers to how welcome, happy and included children feel in school.
    - 'Academic progress' refers to how children are progressing with their school work.

  (All definitions discussed in detail in Chapter Two)

- Ethical considerations fully addressed (discussed in Chapter Three), in particular the following will be addressed:
    - A procedure agreed with school staff to respond to situation where a pupil becomes distressed or makes a disclosure.
    - Verbal and written information about the project prepared for all participant groups, including the research questions, assurance of their confidentiality, anonymity and freedom to withdraw.
    - Consent forms prepared for all participant groups.
    - Discuss questions with case study school SMT because participants will be asked to comment on their practice.

C. Case study questions

1. Questions asked of the case study

- Are the theoretical propositions (above) confirmed?
- What new theories can be identified from the case study relating to each research question?

Research questions:

- How does the school promote the academic progress of GRT pupils?
- How does the school promote the social inclusion of GRT pupils?

2. Questions for all participant groups

Table Five: Questions for school staff

Themes based on theoretical proposition	**Research questions**	
	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
	Questions for participants: School staff	
School access	Tell me how the school/education is made **accessible** in order to help the social inclusion of GRT pupils (refers to pupils on roll, not those seeking a place).	Tell me how the school/education is made **accessible** in order to help the academic progress of GRT pupils (refers to pupils on roll, not those seeking a place).
School ethos	Tell me about the **school ethos** and how this helps promote the social inclusion of GRT pupils.	Tell me about the **school ethos** and how this helps promote the academic progress of GRT pupils
Support networks	Tell me about the role of **pupils** in supporting the social inclusion of GRT pupils.	Tell me about the role of **pupils** in supporting the academic progress of GRT pupils
Staff support, teaching and learning	Tell me about **staff roles** in promoting the social inclusion of GRT pupils (your role and the perception of others' roles) .	Tell me about **staff roles** in promoting the academic progress of GRT pupils (your role and the perception of others' roles).
Leadership, policy and procedure	Tell me about the **SMT/SENCo role** in supporting the social inclusion of GRT pupils.	Tell me about the **SMT/SENCo role** in supporting the academic progress of GRT pupils.

	Tell me about **school policies/procedures** which support the social inclusion of GRT pupils.	Tell me about **school policies/procedures** which support the academic progress of GRT pupils.
Multi-agency working	Tell me about the role of **external agencies** in supporting the social inclusion of GRT pupils (e.g. EWS, EPS, Police, Equality and Diversity team, Connextions).	Tell me about the role of **external agencies** in supporting the academic progress of GRT pupils (e.g. EWS, EPS, Police, Equality and Diversity team, Connextions).
Links with GRT communities	Tell me about **links with GRT communities** which help to promote the social inclusion of GRT pupils.	Tell me about **links with GRT communities** which help to promote the academic progress of GRT pupils.
Communication	Tell me about the role of **communication** in supporting GRT pupils' social inclusion.	Tell me about the role of **communication** in supporting GRT pupils' academic progress.

Table Six: Questions for supporting professionals

Themes based on theoretical proposition	**Research questions**	
	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
	Questions for participants: Supporting professionals	
School access	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to making education/school **accessible** for GRT pupils (refers to pupils on roll at the school, not those seeking a place) (e.g. support relating to transport, supporting transitions, extra-curricular activities).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to making education/school **accessible** for GRT pupils (refers to pupils on roll at the school, not those seeking a place) (e.g. monitoring attendance, study support when absent, transitions).
School ethos	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to developing an **inclusive school ethos** to ensure that GRT pupils feel welcome and included (e.g. eliciting pupils' views, promoting GRT culture, promoting	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to developing an **inclusive school ethos** to ensure that GRT pupils feel welcome and included (e.g. flexible teaching, celebrating successes, GRT culture reflected

	flexibility/approachability).	in Curriculum).
Support networks	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to assisting the development of **peer support** for GRT pupils (e.g. in/formal buddy systems with a range of peers, social interventions).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to assisting the development of **peer support** for GRT pupils (e.g. peer tutoring with a range of peers).
Staff support, teaching and learning	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to assisting **school staff** to develop skills to support GRT pupils (e.g. training, consultation, advisory service, signposting). Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to offering **focused support** for GRT pupils (individual/groups) (e.g. social/friendship interventions, mentoring, extra-curricular activities).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to assisting **school staff** to develop skills to support GRT pupils (e.g. training, consultation, advisory service, signposting). Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to offering **focused support** for GRT pupils (individual/groups) (e.g. assessments, academic interventions, ICT, homework clubs, career advice).
Leadership, policy and procedure	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to supporting the **HT/Senior Managers/SENCo** to promote the inclusion of GRT pupils (e.g. sharing national guidance, supporting the development of long term goals for GRT pupils). Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to supporting the development of **policy/procedures** relating to GRT pupils (e.g. home-school links, anti-discrimination policy, equal opportunities policy,	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to Supporting the **HT/Senior Managers/SENCo** to promote the inclusion of GRT pupils (e.g. sharing national guidance, supporting the development of long term goals for GRT pupils). Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to supporting the development of **policy/procedures** relating to GRT pupils (e.g. assessment

	EAL policy, inclusion policy).	policy, target setting, inclusion policy).
Multi-agency working	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to **multi-agency** working (e.g. joint interventions/planning/training, CAF) involvement).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to **multi-agency** working to support GRT pupils (e.g. joint interventions/planning/training, CAF involvement).
Links with GRT communities	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to supporting the development of **positive links with GRT parents/community** (e.g. helping school to develop cultural awareness, build trusting relationships, understand educational/family background).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to support to develop **positive links with GRT parents/community** (e.g. helping school to develop cultural awareness, build trusting relationships, understand educational/family background, involving the wider family).
Communication	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to promoting **communication** between staff and GRT pupils/parents (e.g. staff relationships with GRT parents/pupils, communication between staff).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to promoting **communication** between staff and GRT pupils/parents (e.g. staff relationships with GRT parents/pupils, communication between staff).

Table Seven: Question for GRT parents

Themes based on theoretical proposition	**Research questions**	
	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
	Questions for Participants: GRT Parents	
	What does the school do to make	What does the school do to help

	your child feel welcome and happy?	your child with their school work?
	Prompts	
School access	Transport difficulties addressed? After school clubs? Contact when absent?	Monitor attendance? Study support when absent?
School ethos	Support to maintain GRT identity? Recognise and understand GRT culture?	Flexible teaching approaches? Celebrate your child's success?
Support networks	Support to make friends?	Help from anyone else (peers, friends, siblings)?
Staff support, teaching and learning	Role of staff (Teachers and GRT TA)?	Specific help (e.g. reading/writing/maths)? High expectations of your child's work? Assessing your child's progress? Supporting your child when they change class/school?
Leadership, policy and procedure	Role of the SMT (gives names as examples)? School policies?	Role of the SMT (gives names as examples)?
Multi-agency working	Help from other professionals?	Help from other professionals?
Links with GRT communities	Communication with yourself?	Communication with yourself?
Communication	Communication with your child?	Communication with your child?

Table Eight: Questions for GRT pupils

Themes based on theoretical proposition	**Research questions**	
	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
	Questions for participants: GRT pupils	

	What does the school do to make you feel welcome and happy?	What does the school do to help you with your school work?
	Prompts	
School access	Access to after school clubs? Transport?	Study support when absent (monitoring absence, ICT, resources, visit you at home)?
School ethos	Show understanding of your culture?	Discuss your culture in class?
Support networks	Support to make friends? Support from anyone else? (peers, friends)	Support from anyone else? (peers, friends)
Staff support, teaching and learning	Support from Teachers/TAs (in and out of class, transitions)	Specific help? (assessment of where you need help, extra help) Support from Teachers/ TAs (in and out of class, expectations)?
Leadership, policy and procedure	Support from the HT/SENCo?	Support from the HT/SENCo?
Multi-agency working	Support from anyone else (other adults)?	Support from anyone else (other adults)?
Links with GRT communities	Communication with you (about your school experience, GRT culture)?	Communication with you (about your work, GRT culture)?
Communication	Communication with your parents (about your school experience, GRT culture)?	Communication with your parents (about your work, GRT culture)?

D. Reporting

1. Outline of the case study report

The write up of the case study will be in the form of a thesis using the following chapters:

- Introduction (introduction of the topic and contextual information will be provided).
- Literature review (key concepts will be defined and literature relating to inclusion and the education of GRT pupils will be explored and critiqued).
- Research design (the methodological paradigm, research methodology, research design, data collection and analysis will be discussed, and issues relating to validity, reliability and ethics will be considered).
- Presentation of findings (the key research findings will be presented).
- Discussion of findings (the research findings will be discussed in relation to the theoretical paradigms and compared with previous research findings).
- Conclusion and recommendations (the main conclusions of the research will be outlined and recommendations for the use of the finings will be made, as will suggestions for further research).

2. Treatment of the full database

- All data will be analysed using Nvivo.
- All paper records will be accurate and kept in confidential files, in a locked cabinet in the researcher's home, only accessible by the researcher (Miles and Huberman, 1994; Oliver, 2003).
- All electronic records used by the researcher will be kept on a password-protected desktop PC, not a laptop, as there is far less risk of a desktop being lost/stolen.
- All electronic records shared with the Research Assistant (namely the interview transcripts) will be kept on a password-protected memory stick, accessible only to the researcher and Research Assistant. This memory stick will be deleted when the data no longer needs to be shared, and then will remain on the password-protected desktop until completion of the project.
- All handwritten data will be destroyed after the final report is complete (Miles and Huberman, 1994; Oliver, 2003).
- Following completion, the final record of data will be stored for the required period of time and then destroyed.

3. Audience

The table below summarises the key audiences for the research findings.

Table Nine: Dissemination of findings

People with whom to share findings	How	Purpose
Professionals such as the TESS, EPs, and other supporting professionals	Research summary (verbal or written) Training sessions	Professionals can offer consultation to schools who are interested in developing their practice with GRT pupils.
School staff of case study school	Research summary (verbal or written)	Reinforce their successful practice and encourage them to continue with their successes.
Other schools in the LA	Research summary (verbal or written) Training sessions	It is intended that the findings will be used to develop a training package that can be delivered to schools, on request, by their visiting EP and other professionals. This would ensure that effective practice is shared for the benefit of other pupils. This can be shared with schools via professionals such as the EPS and the TESS.
Parents and pupils involved	Research summary (verbal or written)	To help GRT parents to see their own role in supporting educational progress and social inclusion, and encourage them to continue to do so in the future.
Other GRT families who are interested	Research summary (verbal or	To help encourage other families to support their children with their school work and development of social relationships.

	written)	
Professionals nationally (such as EPs and Teachers)	Journals publication	Journal publication would help current effective practice in the LA to be made public, allowing other schools and LAs to benefit from the identified successes.

Case study protocol adapted from Yin (2008) and Robson (2004).

Appendix Two

Case study school attainment and attendance data

Table One: Case study school GCSE data relating to GRT pupil who achieved A- G, 2007 – 2010.*

Year	**2007**	**2008**	**2009**	**2010**
Number of GRT pupils eligible to take GCSEs	2	4	3	2
Percentage of pupils who achieved five GCSEs A*-G	50	50	67	100

Table Two: Case study school GCSE data relating to GRT pupils who achieved A- G incusing maths and English, 2007 – 2010.*

	2007	**2008**	**2009**	**2010**
Number of GRT pupils eligible to take GCSEs at case study school	2	4	3	2
Percentage of pupils who achieved five GCSEs A*-G (inc. English and maths	50	25	33	100

Table Three: Percentage of GRT pupils' attendance at case study school, 2004-2010

Year/Month	04/05	05/06	06/07	07/08	08/09	09/10
September	87.0	85.2	84.8	94.3	96.5	96.3
October	82.4	83.3	80.0	87.9	94.9	92.0
November	77.2	81.3	79.7	83.0	92.5	91.8
December	71.8	75.5	76.2	83.3	90.1	87.0
January	75.9	76.0	76.4	83.1	94.2	86.1
February	58.3	76.5	76.8	86.9	94.2	87.3
March	62.9	76.7	77.1	87.3	91.7	82.6
April	67.4	77.5	77.4	89.7	93.3	82.1
May	59.4	77.3	78.2	89.4	92.7	83.3
June	57.5	78.0	80.9	89.9	95.8	87.8
July	57.4	76.6	80.4	85.9	83.9	83.7
Total	**71.7**	**75.3**	**80.4**	**88.2**	**92.4**	**87.7**

Appendix Three

Participant Information

Table One: GRT pupils (year group and living arrangements)

Year group	Year started at the case study school	Lives	Ethnicity
Year seven	Year seven	GRT site (Council-owned)	Romani Gypsy
Year seven	Year seven	GRT site(Council-owned)	Romani Gypsy
Year eleven	Year seven	GRT site (family-owned)	Romani Gypsy
Year eight	Year seven	GRT site (family-owned)	Romani Gypsy
Year ten	Year seven	GRT site (family-owned)	Romani Gypsy
Year ten	Year seven	Housing	Romani Gypsy
Year seven	Year seven	GRT site (Council-owned)	Romani Gypsy
Year seven	Year seven	Housing	Romani Gypsy
Year nine	Year seven	GRT site (Council-owned)	Romani Gypsy
Year eleven	Year seven	GRT site (Council-owned)	Romani Gypsy

Table Two: GRT parents – living arrangement and age of their children

Parent	No children in case study school	Year group of children	Living arrangements	Ethnicity
Mother	One	Year seven	GRT site (Council-owned)	Romani Gypsy
Father	One	Year seven	GRT site (Council-owned)	Romani Gypsy
Mother	Two	Year eight Year nine	Housing (Private rental)	Romani Gypsy
Father	Two	Year eight Year nine	Housing (Private rental)	Romani Gypsy
Mother	Two	Year seven Year eleven	GRT site (Council-owned)	Romani Gypsy
Father	Two	Year seven Year eleven	GRT site (Council-owned)	Romani Gypsy

Table Three: School staff – Details of duration, frequency and experience of teaching

Job Title	Date began supporting Pool	Frequency of support	Summary of previous experience with GRT pupils
SENCo and Assistant HT	July 2009	Year nine and Year seven weekly (one GRT child per group).	"Very little experience of GRT previously."
Food technology Teacher	September 2008	- 2 GRT pupils in tutor group. - 2 GRT pupils in food technology GCSE options. -1 GRT pupil in key stage 3.	"One Traveller pupil (GCSE) in my previous job"
Headteacher		Contact with GRT pupils varies depending upon issues arising.	"Previously worked in xx at a school with number of 'circus pupils.'"
Design and technology Teacher	2000	Daily (teach all GRT pupils in school at some point except possibly Year 11 depending on their GCSE options).	"None. This is my first teaching post."
Design technology Teacher	09/09	- Two GRT pupils in tutor group everyday. - All GRT pupils over year (except possibly year 11) (on rotational basis).	"None."
History Teacher	09/2007	One GRT pupil in tutor group.	"None."
Science Teacher	September 2000	Most days.	"None."
RE Teacher	As RE Teacher September 1972	For 37 years on a week to week basis.	"I have worked with GRT pupils weekly for 37 years."
GRT TA	Sept 2007	Daily.	"None specifically, just as a classroom TA."

Table Four: Supporting professionals – details of support offered to the case study school and experience of supporting GRT pupils

Job title	Date began supporting case study school	Frequency of support	Summary of experience with GRT pupils
PCSO Gypsy and Traveller Police Community Support Officer	November 2009	As requested	"My role as Gypsy and Traveller PCSO involves working very closely with local GRT children. This extends to working with schools, children's centres and other agencies. I assist with out of school activities such as ice skating and xx project and the after school play sessions run by xx neighbourhoods for change. I patrol daily, when on duty, on xx Park, my work also involves working closely with Council support workers, education, social services and health workers. I organise and run regular key worker meeting to include relevant agencies. This enables us to get together and discuss issues and resolutions."
Senior Gypsy and Traveller Support Worker	June 2008	Varied, sometimes weekly	"XX is a registered charity which has been supporting Gypsies and Travellers in XX for 10 years. We are funded to work with young people excluded from school and have delivered training in many schools in xx. We run afterschool clubs at a variety of locations."
Education Welfare Officer for Gypsy/ traveller	January 2006	As requested	"Outreach work at previous job in regards to the 'LEAP Active' project engaging disadvantaged communities in active recreation."
Gypsy & Traveller Liaison Officer	October 1991	As requested	"I have been supporting the children of xx park since being employed by xx LA and now in xx in projects, school attendance, sponsorship forms, work placements and enrolment and acting as an advocate in disputes and disciplinary issues."
Connexions Advisor	October 2006	Two days per week for all students in year 11	"Focus on vulnerable groups including ethnic minority groups."
EP	April 2008	Approx monthly	"Individual casework as EP in previous LA. Individual casework as EP in this LA for xx area."
TESS Teacher	September 07	As requested	"Support for other GRT families/pupils in schools and on sites in this LA. The Equality and Diversity service encompasses the LA's TES".

Appendix Four

Links between research questions, theoretical propositions and participants' questions

Table One: Links between research questions, theoretical propositions and questions for school staff

Themes based on theoretical proposition	**Research questions**	
	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
	Questions for participants: School staff	
School access	Tell me how the school/education is made **accessible** in order to help the social inclusion of GRT pupils (refers to pupils on roll, not those seeking a place).	Tell me how the school/education is made **accessible** in order to help the academic progress of GRT pupils (refers to pupils on roll, not those seeking a place).
School ethos	Tell me about the **school ethos** and how this helps promote the social inclusion of GRT pupils.	Tell me about the **school ethos** and how this helps promote the academic progress of GRT pupils.
Support networks	Tell me about the role of **pupils** in supporting the social inclusion of GRT pupils.	Tell me about the role of **pupils** in supporting the academic progress of GRT pupils.
Staff support and teaching/ learning	Tell me about **staff roles** in promoting the social inclusion of GRT pupils (your role and the perception of others' roles).	Tell me about **staff roles** in promoting the academic progress of GRT pupils (your role and the perception of others' roles).
Leadership (policy and procedure)	Tell me about the **SMT/SENCo role** in supporting the social inclusion of GRT pupils. Tell me about **school policies/procedures** which support the social inclusion of GRT pupils.	Tell me about the **SMT/SENCo role** in supporting the academic progress of GRT pupils. Tell me about **school policies/procedures** which support the academic progress of GRT pupils.
Multi-agency working	Tell me about the role of **external agencies** in supporting the social inclusion of GRT pupils (e.g. EWS, EPS, Police, Equality and Diversity team, Connexions).	Tell me about the role of **external agencies** in supporting the academic progress of GRT pupils (e.g. EWS, EPS, Police, Equality and Diversity Team, Connexions).
Links with GRT communities	Tell me about **links with GRT communities** which help to promote the social inclusion of GRT pupils.	Tell me about **links with GRT communities** which help to promote the academic progress of

		GRT pupils.
Communication	Tell me about the role of **communication** in supporting GRT pupils' social inclusion.	Tell me about the role of **communication** in supporting GRT pupils' academic progress.

Table Two: Links between research questions, theoretical propositions and questions for supporting professionals

Themes based on theoretical proposition	**Research questions**	
	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
	Questions for participants: Supporting professionals	
School access	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to making education/school **accessible** for GRT pupils (refers to pupils on roll at the school, not those seeking a place) (e.g. support relating to transport, supporting transitions, extra-curricular activities).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to making education/school **accessible** for GRT pupils (refers to pupils on roll at the school, not those seeking a place) (e.g. monitoring attendance, study support when absent, transitions).
School ethos	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to developing an **inclusive school ethos** to ensure that GRT pupils feel welcome and included (e.g. eliciting pupils' views, promoting GRT culture, promoting flexibility/approachability).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to developing an **inclusive school ethos** to ensure that GRT pupils feel welcome and included (e.g. flexible teaching, celebrating successes, GRT culture reflected in Curriculum).
Support networks	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to assisting the development of **peer support** for GRT pupils (e.g. in/formal buddy systems with a range of peers, social interventions).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to assisting the development of **peer support** for GRT pupils (e.g. peer tutoring with a range of peers).
Staff support and teaching/ learning	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to assisting **school**	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to assisting

	staff to develop skills to support GRT pupils (e.g. training, consultation, advisory service, signposting). Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to offering **focused support** for GRT pupils (individual/groups) (e.g. social/friendship interventions, mentoring, extra-curricular activities).	**school staff** to develop skills to support GRTpupils (e.g. training, consultation, advisory service, signposting). Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to offering **focused support** for GRT pupils (individual/groups) (e.g. assessments, academic interventions, ICT, homework clubs, career advice).
Leadership (policy and procedure)	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to supporting the **HT/Senior Managers/SENCo** to promote the inclusion of GRT pupils (e.g. sharing national guidance, supporting the development of long term goals for GRT pupils). Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to supporting the development of **policy/procedures** relating to GRT pupils (e.g. home-school links, anti-discrimination policy, equal opportunities policy, EAL policy, inclusion policy).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to Supporting the **HT/Senior Managers/SENCo** to promote the inclusion of GRT pupils (e.g. sharing national guidance, supporting the development of long term goals for GRT pupils). Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to supporting the development of **policy/procedures** relating to GRT pupils (e.g. assessment policy, target setting, inclusion policy).
Multi-agency working	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to **multi-agency** working (e.g. joint interventions/planning/training, CAF involvement).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to **multi-agency** working to support GRT pupils (e.g. joint interventions/planning/training, CAF involvement).
Links with GRT communities	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to supporting the development of **positive links with GRT parents/community** (e.g.	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to Support to develop **positive links with GRT parents/community** (e.g.

	helping school to develop cultural awareness, build trusting relationships, understand educational/family background).	helping school to develop cultural awareness, build trusting relationships, understand educational/family background, involving the wider family).
Communication	Please outline any support that you have offered the school in order to promote the social inclusion of GRT pupils in relation to promoting **communication** between staff and GRT pupils/parents (e.g. staff relationships with GRT parents/pupils, communication between staff).	Please outline any support that you have offered the school in order to promote the academic progress of GRT pupils in relation to promoting **communication** between staff and GRT pupils/parents (e.g. staff relationships with GRT parents/pupils, communication between staff).

Table Three: Links between research questions, theoretical propositions and questions for parents

Themes based on theoretical proposition	**Research questions**	
	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
	Questions for participants: GRT parents	
	What does the school do to make your child feel welcome and happy?	What does the school do to help your child with their school work?
	Prompts	
School access	Transport difficulties addressed? After school clubs? Contact when absent?	Monitor attendance? Study support when absent?
School ethos	Support to maintain GRT identity? Recognise and understand GRT culture?	Flexible teaching approaches? Celebrate your child's success?
Support networks	Support to make friends?	Help from anyone else (peers, friends, siblings)?
Staff support and teaching/ learning	Role of staff (Teachers and GRT TA)?	Specific help (e.g. reading/writing/maths)? High expectations of your child's work? Assessing your child's progress? Supporting your child when they change class/school?
Leadership (policy and procedure)	Role of the SMT (gives names as examples)? School policies?	Role of the SMT (gives names as examples)?
Multi-agency working	Help from other professionals?	Help from other professionals?
Links with GRT communities	Communication with yourself?	Communication with yourself?
Communication	Communication with your child?	Communication with your child?

Table Four: Links between research questions, theoretical propositions and questions for pupils

Themes based on theoretical proposition	**Research questions**	
	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
	Questions for participants: GRT pupils	
	What does the school do to make you feel welcome and happy?	What does the school do to help you with your school work?
	Prompts	
School access	Access to after school clubs? Transport?	Study support when absent (monitoring absence, ICT, resources, visit you at home)?
School ethos	Show understanding of your culture?	Discuss your culture in class?
Support networks	Support to make friends? Support from anyone else? (peers, friends)	Support from anyone else? (peers, friends)
Staff support and teaching/ learning	Support from Teachers/Teaching Assistants (in and out of class, transitions)	Specific help? (assessment of where you need help, extra help) Support from Teachers/ Teaching Assistants (in and out of class, expectations)?
Leadership (policy and procedure)	Support from the HT/SENCo?	Support from the HT/SENCo?
Multi-agency working	Support from anyone else (other adults)?	Support from anyone else (other adults)?
Links with GRT communities	Communication with you (about your school experience, GRT culture)?	Communication with you (about your work, GRT culture)?
Communication	Communication with your parents (about your school experience, GRT culture)?	Communication with your parents (about your work, GRT culture)?

Appendix Five
Headline questions for participants

Table One: Headline questions for participants

Research question/ participant group	How does the school promote the social inclusion of GRT pupils?	How does the school promote the academic progress of GRT pupils?
GRT parents	What does the school do to help your child with their school work?	What does the school do to make your child feel welcome and happy?
GRT pupils	What does the school do to make you feel welcome and happy?	What does the school do to help you with your school work?
School staff	***Specific roles*** Tell me about the **staff role** in supporting the social inclusion of GRT pupils. (Your role and your perceptions of others' roles). Tell me about the role of **external agencies** in supporting the social inclusion of GRT pupils (e.g. EWS, EPS, Police, Equality and Diversity Team, Connexions). Tell me about the **SMT/SENCo role** in supporting the social inclusion of GRT pupils. Tell me how **pupils in school** support the social inclusion of GRT pupils. ***Whole school issues*** Tell me about the **school ethos** and how this supports	***Specific roles*** Tell me about **staff roles** in promoting the academic progress of GRT pupils (you role and the perception of others' roles). Tell me about the role of **external agencies** in supporting the academic progress of GRT pupils (e.g. EWS, EPS, Police, Equality and Diversity Team, Connexions). Tell me about the **SMT/SENCo role** in supporting the academic progress of GRT pupils. Tell me about the role of **pupils** in supporting the academic progress of GRT pupils. ***Whole school issues*** Tell me about the **school ethos** and how this helps promote the

	the social inclusion of GRT pupils. Tell me about school **policies/procedures** which support the social inclusion of GRT pupils. Tell me about the school/education is made **accessible** and how this supports the social inclusion of GRT pupils (NB: refers to when in school, not when enrolling). ***Communication*** Tell me how **communication** is used to support the social inclusion of GRT pupils. Tell me about the links the school has with the **GRT community** and how this helps support social inclusion of GRT pupils.	academic progress of GRT pupils. Tell me about **school policies/procedures** which support the academic progress of GRT pupils. Tell me how the school/education is made **accessible** in order to help the academic progress of GRT pupils (NB: refers to pupils on roll, not those seeking a place). ***Communication*** Tell me about the role of **communication** in supporting GRT pupils' academic progress. Tell me about **links with GRT communities** which help to promote the academic progress of GRT pupils.

Appendix Six

Data collection for participants

Introduction to data collection

1. Explain to the participant about the purpose of the study again.
2. Inform the participant how and why they were selected.
3. Assure the participant that they will remain anonymous in any written records.
4. Outline the headline questions again, explain that there are no right to wrong answers, and that the researcher is interested in their personal views only
5. Assure the participant that they can chose not to answer any of the questions.
6. Inform the participant that they can ask any questions or interrupt at any time.
7. Explain about the researcher's background, particularly position within the Local Authority and the reason for interest in this research.
8. Ask permission to voice record or take and explain why this is needed.
9. Explain the role of others present (GRT TA or RA)
10. Introductory questions:
    - School staff: relating to subject taught, year began teaching in case study school, previous experience of working with GRT pupils, and discussion to clarify the definition of the terms 'social inclusion' and 'academic progress' for the purposes of the interview.
    - GRT Parents: relating to: the number of children in case study school, year groups of the pupils, and discussion to clarify the definition of the terms 'social inclusion' and 'academic progress' for the purposes of the interview.
    - GRT Pupils: Factual questions relating to year groups, year started at the school and living arrangements and discussion to clarify the definition of the terms 'social inclusion' and 'academic progress' for the purposes of the interview.

(Based on Robson, 2004)

Interview questions for school staff

Part one: Promoting the social inclusion of GRT pupils

Tell me about the **staff role** in supporting the social inclusion of GRT pupils. (Your role and your perceptions of others' roles)

1. *Your role*

Intervention used in school (which could include GRT pupils); social interventions; targeted social support; mentoring; training; communication between staff; staff attitude to GRT culture; pastoral support.

2. *Other's role*

Specific people within school who have a role with GRT pupils; form tutor's role; TA. support

Tell me about the role of **external agencies** in supporting the social inclusion of GRT pupils (e.g. EWS, EPS, Police, Equality and Diversity Team, Connexions,)

Specific agency support; information sharing; multi-agency working; training offered to school; in/formal support; consultation; advice; CAF; signposting.

Tell me about the **SMT/SENCo role** in supporting the social inclusion of GRT pupils

Using national guidance; long terms goals; clear leadership.

Tell me how **pupils in school** support the social inclusion of GRT pupils.

Secure friendships; buddy systems.

Tell me about the **school ethos** and how this supports the social inclusion of GRT pupils

Inclusive ethos; approachability of staff; pupils' views gained; GRT culture reflected in the school; diversity celebrated; GRT identities maintained.

Tell me about school **policies/procedures** which support the social inclusion of GRT pupils

Home-school links; anti-discrimination policies; equal opportunities policies; EAL policies; inclusion policy; availability of policies.

Tell me about the school/education is made **accessible** and how this supports the social inclusion of GRT pupils. (Refers to when in school, not when enrolling)

Transport offered; transitions between lessons; extra-curricular activities; inclusion policy.

Tell me how **communication** is used to support the social inclusion of GRT pupils

Relationships with parents; parents evening; communication between staff; named person for GRT pupils to speak with; whole school approach to communication.

Tell me about the links the school has with the **GRT community** and how this helps support social inclusion of GRT pupils

Home-school links; staff have cultural awareness; staff have awareness of GRT pupils' educational history; trusting relationships with GRT communality.

Part two: Promoting the academic progress of GRT pupils

Tell me about **staff roles** in promoting the academic progress of GRT pupils (your role and the perception of others' roles)

1. *Your role*

Assessment of gaps in learning; academic interventions; ICT support; expectations of work; varied teaching styles; homework clubs; in/formal training.

2. Other's role

Specific people within school who have a role with GRT pupils; form tutor's role;TA support.

Tell me about the role of **external agencies** in supporting the academic progress of GRT pupils (e.g. EWS, EPS, Police, Equality and Diversity Team, Connexions,)

Specific agency support; multi-agency working; information sharing; training offered; consultation; advice; CAF; signposting

Tell me about the **SMT/SENCo role** in supporting the academic progress of GRT pupils

Using national guidance; long term goals; clear leadership; links with parents; monitoring progress

Tell me about the role of **pupils** in supporting the academic progress of GRT pupils

Peer tutoring; work buddies.

Tell me about **school policies/procedures** which support the academic progress of GRT pupils

Assessment policy; target setting; inclusion policy.

Tell me about the **school ethos** and how this helps promote the academic progress of GRT pupils

Flexible teaching; celebrating successes; GRT culture reflected in curriculum' learning to learn approaches.

Tell me how the school/education is made **accessible** in order to help the academic progress of GRT pupils (refers to pupils on roll, not those seeking a place)

Monitoring attendance; study support when absent; transitions between lessons; inclusion policy.

Tell me about the role of **communication** in supporting GRT pupils' academic progress

Relationships with parents; parents evening; communication between staff; GRT pupils' have a named person they can speak with.

Tell me about **links with GRT communities** which help to promote the academic progress of GRT pupils

Staff have cultural awareness; staff have awareness of educational backgrounds of GRT pupils; wider family involved in supporting educational progress.

Interview questions for parents

Question one: What does the school do to make your child feel welcome and happy?

Prompts

- Communication with yourself
- Communication with your child
- Transport difficulties addressed
- Role of staff (Teachers and GRT TA)
- After school clubs
- Role of the SMT (give names as examples)
- Help from other professionals
- Support to maintain GRT identity
- Support to make friends
- Recognise and understand GRT culture
- School policies
- Contact when absent

Question two: What does the school do to help your child with their school work?

Prompts

- Monitor attendance
- Flexible teaching approaches
- Help from other professionals
- Role of the SMT (give names as examples)
- Study support when absent
- Celebrate your child's success
- Specific help (e.g. reading/writing/maths)
- High expectations of your child's work
- Assessing your child's progress
- Supporting your child when they change class/school
- Communication with yourself
- Communication with your child
- Help from anyone else (peers, friends, siblings)?

Focus group questions for pupils

Question one: What does the school do to make you feel welcome and happy?

Prompts:

- Access to after school clubs
- Transport
- Show understanding of your culture
- Support to make friends
- Support from anyone else (peers, friends)
- Support from Teachers/Teaching Assistants (in and out of class)
- Support from the HT/SENCo
- Support from anyone else (other adults)
- Communication with you (about your school experience, GRT culture)
- Communication with your parents (about your school experience, GRT culture)

Question two: What does the school do to help you with your school work?

Prompts:

- Study support when absent (monitoring absence, ICT, resources, visit you at home)
- Discuss your culture in class
- Support from anyone else (peers, friends)
- Specific help? (assessment of where you need help, extra help)
- Support from Teachers/Teaching Assistants? (in and out of class, expectations)
- Support from the HT/SENCo
- Support from anyone else (other adults)
- Communication with you (about your work, GRT culture)
- Communication with your parents (about your work, GRT culture)

Questionnaire for supporting professionals

Please outline any support that you have offered the school in order to promote the social inclusion/academic progress of Gypsy, Roma and Traveller pupils in relation to:

Multi-agency support

Multi-agency working to support Gypsy, Roma and Traveller pupils

Social inclusion	Academic progress
(e.g. joint interventions/planning/training, Common Assessment Framework (CAF) involvement)	(e.g. joint interventions/planning/training, Common Assessment Framework (CAF) involvement)

Staff support

Assisting school staff to develop skills to support Gypsy, Roma, and Traveller pupils

Social inclusion	Academic progress
(e.g. training, consultation, advisory service, signposting)	(e.g. training, consultation, advisory service, signposting)

Supporting the Head Teacher/Senior Managers/SENCo to promote the inclusion of Gypsy, Roma, and Traveller pupils

Social Inclusion	Academic progress
(e.g. sharing national guidance, supporting the development of long term goals for Gypsy, Traveller and Roma pupils)	(e.g. sharing national guidance, supporting the development of long term goals for Gypsy, Traveller and Roma pupils)

Pupil support

Offering focused support for Gypsy, Roma and Traveller pupils (individual/groups)

Social inclusion	Academic progress
(e.g. social/friendship interventions, mentoring, extra-curricular activities)	(e.g. assessments, academic interventions, ICT, homework clubs, career advice)

Assisting the development of peer support for Gypsy, Roma and Traveller pupils

Social inclusion	Academic progress
(e.g. in/formal buddy systems with a range of peers, social interventions)	(e.g. peer tutoring with a range of peers)

Whole school support

Developing an inclusive school ethos to ensure that Gypsy, Roma and Traveller pupils feel welcome and included

Social inclusion	Academic progress

(e.g. eliciting pupils' views, promoting Gypsy, Roma and Traveller culture, promoting flexibility/approachability)	(e.g. flexible teaching, celebrating successes, Gypsy, Roma, and Traveller culture reflected in Curriculum)

Support to develop policy/procedures relating to Gypsy, Roma and Traveller pupils

Social inclusion	Academic progress
(e.g. home-school links, anti-discrimination policy, equal opportunities policy, EAL policy, inclusion policy)	(e.g. assessment policy, target setting, inclusion policy)

Making education/school accessible for Gypsy, Roma and Traveller pupils (refers to pupils on roll at the school, not those seeking a place)

Social inclusion	Academic progress
(e.g. support relating to transport, supporting transitions, extra-curricular activities)	(e.g. monitoring attendance, study support when absent, transitions)

Communication

Promoting communication between staff and Gypsy, Roma and Traveller pupils/parents

Social inclusion	Academic progress
(e.g. staff relationships with Gypsy, Roma and Traveller parents/pupils, communication between staff)	(e.g. staff relationships with Gypsy, Roma and Traveller parents/pupils, communication between staff)

Support to develop positive links with Gypsy, Roma and Traveller parents/community

Social inclusion	Academic progress
(e.g. helping school to develop cultural awareness, build trusting relationships, understand educational/family background)	(e.g. helping school to develop cultural awareness, build trusting relationships, understand educational/family background, involving the wider family)

Other

Any other support offered to address the needs of Gypsy, Roma and Traveller pupils

Social inclusion	Academic progress

Appendix Seven

EC2 Ethics Form

for POSTGRADUATE RESEARCH (PGR) STUDENTS

(MPhil(A), MPhil(B), MPhil/PhD, EdD, PhD)

This form MUST be completed by ALL students studying for postgraduate research degrees and can be included as part of the thesis even in cases where no formal submission is made to the Ethics Committee. Supervisors are also responsible for checking and conforming to the ethical guidelines and frameworks of other societies, bodies or agencies that may be relevant to the student's work.

Tracking the Form

I. Part A completed by the student
II. Part B completed by the supervisor
III. Supervisor refers proposal to Ethics Committee if necessary
IV. Supervisor keeps a copy of the form and send the original to the Student Research Office, School of Education
V. Student Research Office – form signed by Management Team, original kept in student file.

Part A: to be completed by the STUDENT

NAME: XX

COURSE OF STUDY (MPhil; PhD; EdD etc): EdPsychD

POSTAL ADDRESS FOR REPLY: XX

CONTACT TELEPHONE NUMBER: XX

EMAIL ADDRESS: XX

DATE: 3rd November 2010

NAME OF SUPERVISOR: XX

PROPOSED PROJECT TITLE**:**

Promoting the social and academic inclusion of Gypsy, Traveller and Roma children in Cornwall: A secondary school case study

BRIEF OUTLINE OF PROJECT: (100-250 words; this may be attached separately)
The research will examine in detail how a Secondary school in Cornwall supports the needs of Gypsy, Roma and Traveller (GRT) pupils in order to promote social and academic inclusion.

The aim of this research is to understand how the school, which is recognised as having effective practice, support GRT pupils to be socially included in the school setting, and how GRT pupils are supported to make academic progress. The research aims to establish new theories, using previous theories as a template with which to compare results (Yin, 2003).

The key following research questions will be explored:

- What effective strategies are in place to promote social inclusion of GRT pupils?
- What effective strategies are in place to promote educational achievement of GRT pupils?

This will be achieved by gaining the views of Senior Managers, Class Teachers, Teaching Assistants, Supporting Professionals (such as Education Welfare, Educational Psychologists and Police professionals) and GRT children and parents. All participants will be asked about strategies that have effectively supported social inclusion and academic progress of GRT children. Focus groups, semi-structured interviews and questionnaires will be used.

The school selected for the case study will be purposely selected (Walford, 2001, Yin, 2003) for using good practice to support GRT pupil socially and academically. It will be selected based on the professional judgement of Lead Professionals in the GRT team who work with schools on a daily a basis. They have been able to track the progress of pupils, and therefore, to identify which schools are using successful support strategies to enhance educational progress and social inclusion of GRT pupils.

The research will be supported by a Research Assistant who is employed by the Educational psychology Service. Her role is to support research undertaken by Educational Psychologists, and as a result, she is familiar with ethical guidelines, such

as those of the British Psychological Society. Specific ethical issues relating to this research will be discussed with her prior to data collection. These discussions have already started in preparation.

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

Sample: This research involves working with **potentially** vulnerable young people, namely GRT pupils. However, hearing the voice of the child, eliciting parental views and the views of school staff in relation to the education of children and young people, is part of everyday practice for Educational Psychologists. Therefore, the remit of this research is within the professional boundaries of the researcher.

Informed consent: This will be gained from all participants. It will be ensured that they will have a full and clear understanding of the project aims, what their involvement entails, and their right to withdraw at any point prior to, during or subsequent to, the interviews. In the event of consent being withdrawn after the data is gathered, the data provided by that participant would not be included in the final research report.

Confidentiality and anonymity: The project involves interviews with professionals, parents and pupils. Therefore, confidentiality and anonymity are required.

RESEARCH FUNDING AGENCY (if any): NA

DURATION OF PROPOSED PROJECT (please provide dates as month/year): It is proposed that the research will be completed in full by May 2012 (minimum period of study)

DATE YOU WISH TO START DATA COLLECTION: Spring Term 2011

Please provide details on the following aspects of the research:

1. What are your intended methods of recruitment, data collection and analysis? **[see note 1]**

Please outline (in 100-250 words) the intended methods for your project and give what detail you can. However, it is not expected that you will be able to answer fully these questions at the proposal stage.

Methods of recruitment and data collection

Case study methodology will be used for this study. The term 'case study' has many meanings (Basey, 1999). Yin (2003), a leading expert in case studies, defines a case study as:

> "An empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident" (Yin, 2003, p. 13).

Case studies can be used to examine current practice (Corcoran, Walker, Wals, 2004; (Kyburz and Graber, 2004), where behaviours cannot be manipulated. They can reveal multiple factors that contribute to the unique character of the subject of study (Yin, 2003), namely the school. Within case study methodology, several research methods will be used, as shown in the table below. All data will be collected in the school setting.

Table One: Data collection methods and sampling

Data collection method	Participants	Sampling	Who will be present
Semi-structured group interview	Senior Management Team, Class Teachers, and Teaching Assistants .	Purposive sampling (Robson, 2004) will be used to ensure that those who have the most knowledge of strategies used will be interviewed to gain the most rich picture of the setting.	Researcher will conduct the interview and take notes Research Assistant will make detailed notes

		All staff will be briefed about the research project (by the researcher and/or Head Teacher (HT) so that they can agree who should participate.	
Focus groups	Pupils	Purposive sampling (Robson, 2004) will be used to ensure that pupils have sufficient experience of the school. All pupils involved will be able to give informed consent themselves and will have parental permission for involvement. School staff who know the pupils will support this selection process. The issue of gaining informed consent is discussed in Question 2. The pupils will be identified by the school HT as the HT has access to the pupils' home details and can identify pupils who should be invited to be involved in the project. This is because the school, not the Educational Psychology Service, has access to pupil ethnicity details. All pupils who identify themselves as members of the GRT community will be invited to participate.	Researcher will conduct the interview and take notes Research Assistant will make detailed notes

		The pupils invited to participate will be aged between Y7 and Y11, identify themselves as being form GRT community and be settled in the school setting.	
Semi-structured interview	Parents	Voluntary/snowballing sampling (Robson, 2004) will be used. This method will ensure that participants volunteer to be involved as a result of being interested in the research topic, and therefore, they are most likely to provide detailed, valid and accurate information. All parents of pupils in the school who identify themselves as being from the GRT community will be invited to participate. This invitation will come from the HT and Link TA using information provided by the researcher (See Appendix Three*).	Researcher and Link TA (who is familiar to and trusted by parents) will conduct the interview and take notes Researcher will make detailed notes
Questionnaire	Supporting professionals (e.g. GRT Team, Educational Psychologists, Police, Education	Purposive sampling (Robson, 2004) will be used to ensure that those who support the school and have the most knowledge of strategies	NA – questionnaires will be sent out electronically and returned by post/electronically

	Welfare Officers)	used will be involved in the research to gain the most rich picture of the settings. The HT will be consulted about which professionals support the school and who to invite to participate.	
School observations	Pupils and school staff	Activities in school will be selected based on the HT's and Link TA's judgement about which lessons will give the most insightful picture of support provided for GRT pupils	Researcher and Research Assistant will undertake observation jointly and take detailed notes which will be cross analysed.

Based on experiences of previous researchers working with GRT parents and pupils, and the expertise of the GRT Team, it is unlikely that consent will be given for interviews to be recorded. As a result, handwritten notes will be made whilst interviewing all participants, and these will be written up immediately after the interview. Notes will be made both by the researcher and the Research Assistant, for triangulation and accuracy purposes. At the end of the interview the notes will be shared with each parent and pupil so that they can confirm the notes are a true representation of their views. Through the information sheets, consent forms (See Appendices Two* and Three*) and verbal summaries of the research, informed consent will be gained for this note taking. The interviews with staff will be recorded if professionals consent to this (See Appendix One).

Data analysis

The data will be analysed using a specific pattern matching technique (Miles and Huberman, 1994) known as explanation building (Yin, 2003). The data will be 'explained' by identifying causal links. All the data will be used, and categorised (Gillman, 2000; Miles and Huberman, 1994). The intention is that links will be found which reflect critical insights into current theory (Yin, 2003), as well as producing new knowledge (Kyburz-Graber, 2004). This process can be undertaken manually (Miles and Huberman, 1994) or through the use of computer software.

Specialised computer programmes can be more effective at: organising information; handling large amounts of data; allowing *all* text to be analysed; developing consistent coding schemes (Robson, 2004); annotating data; and browsing through the text (Richards, 1999). It is highly likely that a computer package such as Nvivo will be used to analyse the data.

2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection? ***[see note 2]***

Table Two: Methods to ensure voluntary and informed consent

Data collection method	**Participants**	**Steps to ensure voluntary and informed consent**
Semi-structured group interview	Senior Management Team, Class Teachers, and Teaching Assistants.	• Researcher and HT will meet to discuss the details of the research to ensure that she gives consent for the research to be undertaken. • Staff will be verbally briefed about the project prior to the interviews by the researcher and/or HT • Staff will receive written information about the project (See Appendix One**). This information sheet will also include headline questions so that staff are aware of the issues that they will be asked to talk about. • Staff will be invited, not directed, to participate in the project • Time for questions will be timetabled after each interview if participants wish to clarify anything.
Focus groups	Pupils	• A 'child friendly' Information sheet will be given to each pupil (the Link TA will verbally read the sheet to pupils whose literacy level may mean that they would experience difficulty accessing the text without help) (See Appendix Two*). After pupils have heard/read this they will be asked to decide if they want to participate. This will be done during an informal session in the school setting. The link TA will explain any terminology, such as

		'confidential' as needed to ensure full understanding by GRT pupils. This is because GRT communities have a tradition of face-to-face communication and providing verbal information initially will ensure that informed consent is given. • Pupils will be asked to sign a 'child friendly consent form' to state they have been given information about the project, they understand it, they know that they can withdraw, and they agree to participate (See Appendix Two*) • Informed parental consent will be gained from all pupils because the pupils involved are under 16 years of age (BPS, 2002; AEP, 2003; BERA, 2004; Miles and Huberman, 1994) (See Appendix Three*). To ensure informed consent is gained, verbal information about the study will be provided (as well as the written information shown in Appendix Three*). This will occur either during an informal 'coffee morning' session which will be arranged on school premises or through individual discussions with parents, depending on number of volunteers and what they would be most comfortable with. The Link TA and researchers will lead this session/individual discussions. This will ensure that gaining consent does not rely on the reading skills of parents, which is vital due to low literacy levels within the GRT community. • The Link TA, who is well known and trusted by the GRT pupils, will be available for pupils to speak to is they have any questions. The researcher can support the Link TA with this process.
Semi-structured interview	Parents	• The Head Teacher and Link TA will invite the GRT parents to participate in the study verbally • On 1/11/10 a lengthy conversation took place about not putting pressure on parents to participate to ensure that they participate voluntarily only. This is to ensure that relationships with the community are not negatively affected. • For those who wish to be involved further verbal information about the study will be provided to parents to ensure they could make an informed decision about their child's, and their own, involvement. This

		will occur either during an informal 'coffee morning' session which will be arranged on school premises or through individual discussions with parent, depending on number of volunteers and what they would be most comfortable with. The Link TA and researchers will lead this session/individual discussions. This is for the same reasons as discussed above. It will also ensure that gaining consent does not rely on the reading skills of parents, which is vital due to low literacy levels within the GRT community. • An information sheet will be given to each parent (this will be given by, and discussed with them by the Link TA, as low literacy levels in the community may mean that the sheets will need to be read and summarised to some parents. The small parental sample size means that each parent can be met individually to share the information, it is anticipated that any potential threat, anxiety or embarrassment will be avoided (See Appendix Three*). • Link TA and researchers will be available to answer questions about the project prior to the parental interviews. • Parents will be asked to sign a consent form which states that they understand all of the information about the project and they are happy to be involved. In the event of an individual not having a signature, they will be asked to tick the statements as acknowledgement of understanding, give oral consent and to mark the consent form in the way they would mark any other form that required their signature. • Time for questions will be timetabled after each interview if participants wish to clarify anything.
Questionnaire	Supporting professionals (e.g. GRT Team, Educational Psychologists, Police, Education Welfare Officers)	• Professionals will be briefed about the project prior to the interviews • Professionals will receive written information about the project (See Appendix Four). • Professionals will be invited, not directed, to participate in the project.

Observations	Teaching staff and pupils	• Pupils, parents and staff will be made aware of the purpose of the observation in written communication prior to the observations (See Appendix One, Two* and Three*). • Pupils and staff will be made aware of the purpose of the observation in verbal communication prior to the observations. Staff will be verbally informed by the HT and pupils will be verbally informed by the Link TA when their consent is gained (See Appendix One**, Two* and Three*). • A 'child friendly' Information sheet will be given to each pupil (and discussed with Link TA) (See Appendix Two*) which will include information about the observations. • Pupils will be asked to sign a 'child friendly consent form' to state they have been given information about the project, they understand it, they know that they can withdraw, and they agree to participate (See Appendix Two*). • Parental consent will be gained from all pupils because the pupils involved are under 16 years (BPS, 2002; AEP, 2003; BERA, 2004; Miles and Huberman, 1994). This will include details about the observations (See Appendix Three*). • Staff will be invited, not directed, to participate in the observations.

*These appendices may be subject to slight word change after further consultation with the HT and Link TA to ensure that they are clear and will be fully understood by the parents and pupils. An initial consultation was held on 1/11/10 to discuss this (and other issues)

**This appendices will have headline questions attached to it once they are finalised

3. How will you make sure that participants clearly understand their right to withdraw from the study?

In the event of consent being withdrawn after the data is gathered, the data provided by that participant would not be included in the final research report. This will be made clear to all participants.

Table Three: Understanding methods of withdrawal from the study

Research method	Understanding methods of withdrawal from the Study
Withdraw from interviews and focus groups	• The right to withdraw prior, during or subsequent to be interview will be stated in written communication prior to the interviews (See Appendix One, Two and Three). • At the time of the interview participants will be reminded that they can leave the interview at any time if they are uncomfortable with the questions (BPS, 2002; BERA, 2004). • At the time of the interview participants will be reminded that they can refuse to answer any particular questions. • It will be made clear to participants that they do not need to give reasons if they wish to withdraw from the study. • Participants will be assured that no data they have been provided will be used if they wish to withdraw their consent. • It will be made clear to participants that they can withdraw some of their data from the study if they wish. • Parents will be informed that they can withdraw at any stage, for example, if they chose to hear more about the project at the 'coffee morning'/individual sessions, it will be made clear that they can opt out after hearing the information, if they wish.
Withdrawal from questionnaires	• The right to withdraw during or subsequent to be interview will be stated in written communication prior to receiving the questionnaires (See Appendix four). • In the instructions with the questionnaire it will be made clear to participants that they do not need to give reasons if they wish to withdraw from the study. • Participants completing the questionnaire will be made aware that: ➢ completion of the questionnaire is not compulsory ➢ they can chose to omit some responses if they wish ➢ they can request that their

	questionnaire is withdrawn from the study.
Withdrawal from observations	In the verbal and written information (See Appendix one, two and three) given about the observations it will be clear that if participants feel uncomfortable during an observation: • Staff or pupils can request that an observation period is ended • Staff or pupils can request that an observation period does not feature in the project results.

4. Please describe how you will ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach. **[see note 3]**

Table Four: Methods to ensure confidentiality and anonymity

Participants	**Steps to provide confidentiality and anonymity**
Pupil participants	• All paper records will be kept in confidential files, only accessible to those involved in the research (Miles and Huberman, 1994; Oliver, 2003), namely the researcher and the Research Assistant. • All electronic records will be kept on a password-protected desktop PC, not a laptop, as there is far less risk of a desktop being lost/stolen. • All handwritten notes data will be destroyed after the final report is complete (Miles and Huberman, 1994; Oliver, 2003). The final record of data will be kept for the required numbers of years and then will be destroyed. • Participants will not be named when the project is written up and all participants will be given a pseudonym. • Pupils' responses will be heard by other members of the group, therefore confidentiality is difficult to promise (Litosoliti, 2003). This will be discussed in the group so that pupils understand their peers will hear their responses. It will be ensured that when reading the research individuals will not be identifiable.
Adult participants (parents, school staff and other	• All paper records will be kept in confidential files, only accessible to those involved in the research (Miles and Huberman, 1994; Oliver, 2003), namely the researcher and the research assistant. The files will be kept in locked filing cabinets.

professionals)	• All electronic records will be kept on a password protected desktop PC. • All handwritten notes data will be destroyed after the final report is complete (Miles and Huberman, 1994; Oliver, 2003). The final record of data will be kept for the required numbers of years and then will be destroyed. • Responses by adult respondents will remain confidential (Cohen, Manion, and Morrison, 2003). It will be ensured that when reading the research individuals will not be identifiable. • Participants will not be named when the project is written up and all participants will be given a pseudonym. • Where a person could be identified through their job title, a pseudonym will be used, but the potential of their identity being apparent will be discussed with professionals involved and their data will only be used if they are in agreement. • The school will be given a pseudonym to prevent it being identifiable.
All participants	• The school and LA will be given a pseudonym to prevent them being identifiable. It is unlikely that the school could be identified as several schools have high numbers of GRT pupils and all data will be recorded in a way that prevents identification of the school. However, there is a possibility that the school's identity could be 'guessed' when information is disseminated, therefore, this possibility will be discussed with the HT to ensure that she is comfortable with this potential outcome.

5. Describe any possible detrimental effects of the study and your strategies for dealing with them. **[see note 4]**

This research is focusing on positive aspects of school practice, and therefore, is unlikely to have any detrimental effects. However, strategies to prevent identified potential detrimental effects are shown in the table below.

Table Five: Strategies to prevent detrimental effects

Possible detrimental effects	**Action take to address this issue**
Exploiting/damaging existing relationships with GRT communities	Professionals who have links with GRT communities (such as the Link TA) will be involved in this research. It will be vital that: • this existing relationship is not exploited in any way • positive relationships between Link TA/other professionals and the GRT community are not

	affected in a negative way by the research. On 1/11/10 a lengthy conversation took place about not putting pressure on parents to participate to ensure that they participate voluntarily only. This is to ensure that relationships with the community are not negatively affected. • Awareness of sensitive relationships with GRT should ensure that long term relationships are maintained.
Status relationships/power imbalance	• School staff and other professionals need to be assured that they are not being assessed. They will be made aware that the school has been selected due to their good practice, so they simply need to report their practice honestly. • The children and parents will be informed about the interview structure and assured that they will not have to contribute if they are not comfortable with a question. • Parents will be informed that is predominantly school practice (not their parenting) that is being examined and that their views on the school processes are vital. • The aim in all interview settings will be to reduce the notion of the researcher being the expert (Litosoliti, 2003). • All participants will be offered an opportunity to see the draft research report so that any retractions, deletions, and modifications can be made to ensure that the data is valid and accurate
Sensitive issues raised	• Procedures will be established in the event of a pupil/parent/professional becoming distressed (Oliver, 2003) or making any disclosures. The nature of questioning makes this unlikely. However, if this does occur it has been agreed that an appropriate member of staff would have been informed and take appropriate action. ➢ The member of staff identified for parents and pupils is the Link TA as pupils and parents know her very well and are comfortable with her ➢ The member of staff identified for staff is the Head Teacher

6. How will you ensure the safe and appropriate storage and handling of data?

Safe and appropriate storage of data will be ensuring using the following strategies:

- All paper records will be accurate and kept in confidential files, in a locked cabinet in the researcher's home, only accessible by the researcher (Miles and Huberman, 1994; Oliver, 2003). The files will be kept in a locked filing cabinet.

- All electronic records used by the researcher will be kept on a password protected desktop PC, not a laptop, as there is far less risk of a desktop being lost/stolen.
- All electronic records shared with the Research Assistant (namely the interview transcripts) will be kept on a password-protected memory stick, accessible only to the researcher and Research Assistant. The data on this memory stick will be deleted when the data no longer needs to be shared, and then will remain on the password protected desktop until completion of the project.
- All handwritten data will be destroyed after the final report is complete (Miles and Huberman, 1994; Oliver, 2003).Following completion, the final record of data will be stored for the required period of time and then destroyed.

7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information? **[see note 5]**

All responses will remain confidential. However, if any issues need to be addressed in order to promote the best interests of a child (BPS, 2002) arrangements will be made to do so in consultation with appropriate professionals. For example, if a safeguarding issue is disclosed South West safeguarding procedures will be followed. These arrangements will be made in co-operation will relevant people, such as the Head Teacher and the Social Care and Health team, in accordance with county procedures.

In the event of any other disclosures, careful consideration of appropriate action would be undertaken, and appropriate professionals would be consulted where necessary, such as Senior and Principle Educational Psychologists.

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this and how and when will this be discussed with participants?

There is no subterfuge involved in this study.

9. How do you intend to disseminate your research findings to participants?

A summary and the full thesis will be available for all participants to access following the completion of the project. Additional methods which will be used to disseminate the research findings to the participants are shown in the table overleaf.

Table Six: Dissemination of research

Participants	How
Professionals such as GRT team, EPs, and other supporting professionals	Verbal research summary held at school Written research summary Training sessions offered to those involved (and potentially their teams) to promote the effective practice identified Full thesis will be available, if they wish to access it
School staff	Verbal research summary, for example, at a staff meeting Written research summary Full thesis will be available, if they wish to access it
Parents and pupils	Verbal research summary Written research summary Full thesis will be available, if they wish to access it

Appendix one of EC2 form (information and consent for school staff)

About the project

XX has been identified as delivering excellent support for Gypsy, Roma, Traveller pupils. You have been selected to be involved in a research project because you are one of the professionals delivering these strategies within the school.

Research questions

- How does the school promote the social inclusion of Gypsy, Roma and Traveller pupils?
- How does the school promote the academic progress of Gypsy, Roma and Traveller pupils?

Definitions

- 'Social inclusion' refers to how welcome, happy and included children feel in school.
- 'Academic progress' refers to how children are progressing with their school work.

Informal Interview

The session will take about 45 minutes. The questions that you will be asked are attached. Please feel free to bring notes/information to assist your responses. If there are questions which do not apply to your practice, no answer will be required for these questions.

These interviews will be central to the research as you are the professionals delivering the successful strategies.

The timings of these interviews will be arranged for this term at a time to suit you, and will be agreed with yourselves, and the Senior Management Team.

Thank you for taking part in the project.

For further details about the project please contact:

(removed to ensure anonymity)

I understand that:

- My name will not be used when the project is written up so answers will remain confidential and anonymous
- I will be able to read the responses after the interview to make sure that it is accurate, if I wish
- I will be able to see the research report on completion
- It is not compulsory to take part in this project and I can withdraw from the project prior to, during or after the discussion
- I can choose to not answer questions in the interviews, if I wish
- If applicable, the information about me can be shared with other researchers in this project, in an anonymised form
- All the information that I give will be treated as confidential
- The researchers will make every effort to preserve my anonymity
- With my consent, the interviews will be voice recorded. I can request that this does not occur.

I understand the project aims and my involvement in the project.

Name _____ Job Title_____

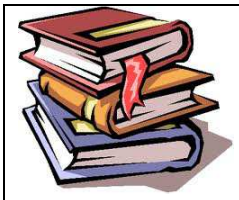
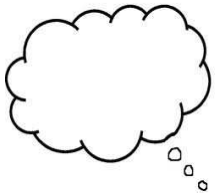
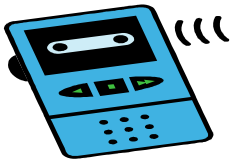
Signature_____ Date_____

Appendix two of EC2 form (information and consent for GRT pupils)

About the project

- After lunch we will have a chat in small groups
- We will talk about what your Teachers do to help with your work and what they do to make you feel happy in school
- Your real name will not be used in the project
- If you don't want to answer a particular question, you don't have to
- Your parents have agreed that you can take in this project
- You can ask us questions at any time
- You can leave at any time, if you wish

Please read the statements and tick the boxes if you agree. If you tick ✓ in the boxes this means that you are happy to be involved in the project.

	I have read the information about the project and talked to adults involved about it	
	I have had time to think about the information	
	I know that I can leave the project at any time and I won't have to give a reason	
	I understand that my real name will not be used	
	I understand that notes will be taken about what I say	
	I am happy for my voice to be recorded during the session	
	I am happy to take part in the project	

Name_____ Date_____

Appendix three of EC2 form (information and consent for GRT parents)

About the project

Your involvement

- Your name, your child's name, and the school name will not be used when the project is written up, so answers will remain confidential and anonymous
- You and your child will be able to see the research report when it is finished
- It is not compulsory to take part in this project, so you and/or your child can withdraw from the project prior to, during or after the discussion, if you wish
- You and/or your child can chose to not answer questions in the interviews, if you wish
- You have the right to refuse permission for the publication of any information that you share during the interview
- If applicable, the information about you may be shared with other researchers in this project, in an anonymised form
- All the information that you give will be treated as confidential
- The researchers will make every effort to preserve your anonymity
- Notes will be taken about what you say, and that you will be able to check these throughout, and at the end of, the interview
- Your children will be given the choice about whether or not their voices are recorded

Research questions

- How does the school promote the social inclusion of Gypsy, Roma and Traveller pupils?
- How does the school promote the academic progress of Gypsy, Roma and Traveller pupils?

Definitions

- 'Social inclusion' refers to how welcome, happy and included your child feels in school.
- 'Academic progress' refers to how your child is progressing with their school work.

Dear Parents,

You are invited to be involved in a project about XXX and how it helps your children. The school has been selected to be involved in this project because it has been identified as offering excellent support to pupils, especially Gypsy, Roma and Traveller pupils. This project is going to look at what the school staff do to help your children with their work at school and what they do to help your child be happy in school. With your agreement, your child will be involved in a short group session. During this session they will chat about what the school does to help them and they will be given lunch free of charge.

I am happy to meet with XX and XX to talk about how the school helps my child
Yes No

I am happy for my child _____to take part in a group discussion Yes No

Signature_____ Date_____

Thank you for agreeing to be involved in this project –

your views and your child's views will be greatly valued.

For further details about the project please contact:

(removed to ensure anonymity)

Appendix four of EC2 form (information and consent for supporting professionals)

About the Project

XX has been identified as delivering excellent support for Gypsy, Roma and Traveller pupils. You have been selected to be involved in a research project because you are one of the professionals supporting the school to deliver these strategies.

Research questions

- How does the school promote the social inclusion of Gypsy, Roma and Traveller pupils?
- How does the school promote the academic progress of Gypsy, Roma and Traveller pupils?

Definitions

- 'Social inclusion' refers to how welcome, happy and included children feel in school.
- 'Academic progress' refers to how children are progressing with their school work.

Questionnaire

A questionnaire for completion is attached. **The information provided will be central to the research as you are one the professionals delivering the successful strategies.** If possible you are asked to return the questionnaire (along with the consent form attached) within two weeks of receiving it. It can be returned to me anonymously by post or can be returned to XX, Gypsy, Roma and Traveller Teaching Assistant, at XX.

- If the school has declined offers of support from yourself or has not approached you for support with Gypsy, Roma and Traveller pupils, I would be grateful if you could return the questionnaire stating this – this is valuable information for the research project.
- Support offered at any time, within your current role, can be included (there is no timeframe).
- Support which has benefited other pupils as well Gypsy, Roma and Traveller pupils could be included in your responses.
- If a question refers to support which is not within the remit of your role, please indicate this by writing n/a in the response box

Thank you for taking part in the project.

For further details about the project please contact:

(removed to ensure anonymity)

I understand that:

- My name will not be used when the project is written up
- I will be able to read the research report on competition
- It is not compulsory to take part in this project and I can withdraw from the project prior to, during or after the discussion
- I can chose to not answer questions, if I wish
- All the information that I give will be treated as confidential
- The researchers will make every effort to preserve my anonymity
- The interview will be voice recorded.

I understand the project aims and I am clear about my involvement.

Name _____ Job title_____

Signature_____ Date_____

Appendix Eight

Examples of raw data

Focus group record: GRT pupils

What does the school do to help you with your school work?

(GRT TA) helps us a lot.

Yeah, (GRT TA) helps us a lot.

If I need help with something or if I am behind with work some teachers will help me.

(GRT TA) and (HT) help me if I'm behind, they help me to catch up on any work.

They help me catch up and explain any work that I don't understand.

(HT) and (GRT TA) help, if I have got any problems, (GRT TA) sorts it out, we can talk to her easily.

If there is any bullying or racism (GRT TA) will have a word with people and will also talk to teachers if they are being unfair to us. (GRT TA) helps teachers to try to understand about Gypsies. Then teachers can help us better with our work or any problems.

(GRT TA) helps us mostly.

(GRT TA) sometimes takes me out of the lesson, when she does she helps me understand the work. We also go out for activities/ exhibitions which are really good.

We all really get together and help each other with work at school and at home. We don't call upon teachers for help, we ask each other.

We ask each other if we need help with work, don't go to anyone else. Sometimes my mum or dad may help with work.

(SENCo) helps us with any work we might have, also (GRT TA) and (HT).

If I need any help I can go to (SENCo) for it. He also helps to stop us fighting.

(SENCo)'s lessons are fun and we go to him because he treats us the same as all the other students, and doesn't act differently with us. His lessons are also always fun and interesting.

In Design Technology I am making a Gypsy wagon which relates to our community. I like doing this because I am proud of being a Gypsy.

In history we are learning about Hitler and his relationship with Gypsies. I am enjoying this.

I don't really want it shown in school, although we our proud of it. It is easier if its not brought up, people tend to laugh about it. In one of our classes we have a picture of a caravan on the wall and the other students point at it and call us 'pikies', so we end up fighting with them. When people call us Gypsies it tends to end in fighting and we hit them.

When I have learning support with Miss xx, that helps me to read and write. I really enjoy that.

I like fun lessons – I enjoy DT and art or if we are on a school trip.

What does the school do to make you feel welcome and happy?

Seeing my friends at break time makes me happy

Seeing all the girls makes me happy because school is the only place that I get to see them, as we don't all live on the site anymore.

It makes me feel happy when we are all together as then we stick up for each other. We always meet up every lunch and break to see each other.

We always regroup and meet up again. We like to be together but we do have friends who aren't Gypsies too.

The things we do with (GRT TA) are great. We really enjoy going out with her and doing things, like us going to the xx project. Plus it is only the Gypsies who get to go, which is better.

I love going out and doing things with (GRT TA), it gets us out of school and lessons.

Going out with (GRT TA) is always good fun, we get to do stuff that couldn't do in classroom.

We try to stick up for each other. We rely on one another for support

If we need help we talk to (GRT TA). If there is a problem she helps us a lot. But I don't really feel there is anyone else to talk to, actually maybe (SENCo) and (HT) sometimes, plus maybe Miss xx.

My teacher tries to talk to my mum about my work.

Also my tutor teacher is alright and I could speak to her. Some teachers we can't talk to. We know which teachers to go to.

Do you have any other comments?

(GRT TA) doesn't take me out of lessons like she used to, but she does with some others. That helped me a lot.

If I had any problems I would book an appointment with (HT). I can talk to her. I'd just book an appointment. I wouldn't have to wait long to see her.

Interview transcription: GRT parent

What does the school do to make your child feel welcome and happy?

It is a good school, they are good to Traveller children. If there is a problem I know that I can go to some of the teachers. The staff are good, especially one or two. I know I can talk to them and so can my children. The teachers help them in school. They know they can talk to them. (GRT TA) is very helpful all the time. Me and my children feel we can talk to some of the teachers and (GRT TA) anytime. I can talk to the art teacher too.

I know they understand Gypsy culture – they always have. It's hard to say why, I just know they understand. (GRT TA) has taught some of the teachers about Gypsy culture. Through (GRT TA) they have learned about our culture and our lives. For example, when there is a bereavement or if we travel to the fair, they understand. If we need the children to be off school they get 'TT' in the register and everyone knows that they will come back and they know what 'TT' (Traveller time) means. I don't think this happens in all schools, but my children go to a very good school.

All the Traveller children are friends in school, so this helps them feel happy there.

My children go to 'hobby club' every Tuesday. This is for gypsy children and other non-Gypsy children. It helps them make friends and gives them something to do.

'Traveller Time' helps with funding for things like trips.

What does the school do to help you child with their school work?

That's hard for me to answer, maybe their dad can answer more. Let me think, homework can be a problem - if they need to use internet or the computer it's hard, because we don't have one. Some teachers help by printing off the information they need but only one or two. Also, when they have to make things and they don't send the things home that they need - this can be hard. But, there as few teachers who are good and help Traveller children, and the children can always talk to (GRT TA) about their work. They give them the books that they need in school. The school offered laptops but this hasn't happened yet. They also help each other with work (brothers and sisters), and we try to help them as much as we can. Traveller Time helps with any funding issues.

School staff talk to us when there are any problems. (GRT TA) understands our family history and knows about their primary school. The teachers expect them to

come to school and expect them to work hard and do well. (GRT TA) helps get them to school when they refuse – she will come to the site and get them to school.

Also, they send work home when they have to be off for a long time. They know if there is an ongoing reason to be off and (GRT TA) brings work or it is sent to us. But not when they are off due to bereavement - then they don't need work. They understand Gypsy families – they always have. (GRT TA) will help with homework on site or in school. It's hard to explain, I just know they understand Traveller culture.

Questionnaire transcript: Supporting professional

Job title: Education Welfare Officer

Please outline any support that you have offered the school in order to promote the social inclusion/academic progress of Gypsy, Roma and Traveller pupils in relation to:

Multi-agency support

Multi-agency working to support Gypsy, Roma, Traveller pupils

Social inclusion	Academic progress
(e.g. joint interventions/planning/training, Common Assessment Framework (CAF) involvement) Joint planning meetings with various support agencies Equality and Diversity training CAFs/ TACs	e.g. joint interventions/planning/training, Common Assessment Framework (CAF) involvement) Joint planning meetings with various support agencies Equality and Diversity training CAFs/ TACs

Staff and pupil support

Assisting school staff to develop skills to support Gypsy, Roma and Traveller pupils

Social inclusion	Academic progress
(e.g. training, consultation, advisory service, signposting) Equality and Diversity Training and consultation Signposting and advice	(e.g. training, consultation, advisory service, signposting) Equality and Diversity Training and consultation Signposting and advice

Supporting the Head Teacher/Senior Managers/SENCo to promote the inclusion of Gypsy, Roma and Traveller pupils

Social inclusion	Academic progress
(e.g. sharing national guidance, supporting the development of long term goals for Gypsy, Traveller and Roma pupils) National conferences in equality and diversity Local conferences Strategy meetings 1 per month with local authority to discuss progress/ share concerns etc.	(e.g. sharing national guidance, supporting the development of long term goals for Gypsy, Traveller and Roma pupils)

Offering focused support for Gypsy, Roma and Traveller pupils (individual/groups)

Social inclusion	Academic progress
(e.g. social/friendship interventions, mentoring, extra-curricular activities) Frequent site visits in partnership with school/ connexions etc Encourage social time and after school clubs Signposting and accessing funding for interventions e.g. 'give it a go'	(e.g. assessments, academic interventions, ICT, homework clubs, career advice)

Assisting the development of peer support for Gypsy, Roma and Traveller pupils

Social inclusion	Academic progress
(e.g. in/formal buddy systems with a range of peers, social interventions) Mentors available in school and able to link with the site	(e.g. peer tutoring with a range of peers)

Whole school support

Developing an inclusive school ethos to ensure that Gypsy, Roma and Traveller pupils feel welcome and included

Social Inclusion	Academic progress
(e.g. eliciting pupils' views, promoting Gypsy, Roma and Traveller culture, promoting flexibility/approachability) Help and support the x school with their celebration week for Gypsy/ Roma/ Traveller community.	(e.g. flexible teaching, celebrating successes, Gypsy, Roma and Traveller culture reflected in curriculum) Focus on culture during the week, celebrating successes and challenging perceptions.

Support to develop policy/procedures relating to Gypsy, Roma and Traveller pupils

Social inclusion	Academic progress
(e.g. home-school links, anti-discrimination policy, equal opportunities policy, EAL policy, inclusion policy) Site visits, strong links between school and site before and after the school day.	(e.g. assessment policy, target setting, inclusion policy)

Making education/school accessible for Gypsy, Roma and Traveller pupils (refers to pupils on roll at the school, not those seeking a place)

Social inclusion	Academic progress
(e.g. support relating to transport, supporting transitions, extra-curricular activities) Support the school to look at barriers to learning. e.g. transport, friendship groups etc.	(e.g. monitoring attendance, study support when absent, transitions) Attendance monitored weekly, where concerns are raised we activate an END referral where visits take place, meetings in school etc. to resolve the issue. Can potentially go to court

Communication

Promoting communication between staff and Gypsy, Roma and Traveller pupils/parents

Social inclusion	Academic progress
(e.g. staff relationships with Gypsy, Roma and Traveller parents/pupils, communication between staff) X (GRT TA) strong link between site and school. Complete HVs together	(e.g. staff relationships with Gypsy, Roma and Traveller parents/pupils, communication between staff)

Support to develop positive links with Gypsy, Roma and Traveller parents/community

Social inclusion	Academic progress
(e.g. helping school to develop cultural awareness, build trusting relationships, understand educational/family background) Frequent visits and communication builds trust Aware of extended family and the many issues that surround pupils from GRT background.	(e.g. helping school to develop cultural awareness, build trusting relationships, understand educational/family background, involving the wider family)

Other

Any other support offered to address the needs of Gypsy, Roma and Traveller pupils

Social Inclusion	Academic progress

Appendix Nine

Examples of data analysis

Overview of analysis process

Table One: Links between inductive/deductive analysis and theoretical propositions

Part one: Themes from inductive analysis	**Part two: Themes from pattern matching analysis**	**Themes from theoretical propositions**
Extended and varied access to school	School access	School access
Welcoming school environment Equality and positive discrimination Understanding GRT culture	Positive school ethos	School ethos
Peer, parental and family support Friendships	Support networks: - Peer support - Parent involvement	Support networks
Responsive and trustworthy staff Familiar school staff Role of GRT TA and class teachers	Focused staff support: - GRT TA role - CT role	Focused staff support
GRT culture in school Flexible and effective teaching	Teaching and Learning: - Teaching and learning approaches - GRT culture in school	Teaching and Learning
Effective leadership from SMT	Leadership: - Role of SMT - Policy an procedure	Leadership, policy and procedure
Guidance and training for school staff Joint working Supporting pupils Support from outside the school	Multi-agency support: - Support for staff - Support for SMT - Support for families - Support for pupils	Multi-agency support
Responsive and trustworthy school staff Familiar school staff Relationship building	Links with GRT communities	Links with GRT communities
Communication within school	Communication	Communication

Inductive analysis (part one): Example of inductive analysis

Could you tell me a about the teachers' role in relation to the general social inclusion of Traveller children in terms of things like social interventions or mentoring or pastoral support, that kind of thing...

Yes, we do a range of different interventions mostly, I have to say, going through X (GRT TA). What we found and what X (GRT TA) is reminding everybody of is that the Gypsy, Roma and Travellers really like a sense of stability and order. They like to know who they're dealing with. They don't naturally trust a wide variety of people like strangers. So, you know, what's helped with our success is having that focal link with X (GRT TA). So if we do something in terms of extra work then X (GRT TA) is the one that is the kingpin.

Would form tutors have any particular role?

Yes, they all have a form tutor. But that's what we haven't done is set up a particular form for Gypsy, Roma and Traveler pupils because we want inclusion we don't want to set up a state within a state. So it's quite important for that sense of inclusion and being a Gypsy Roma but also being a part of X School, is quite an important one. So X (GRT TA) is also very good at talking to the tutors about delivering materials that are good for every child as well as the Gypsy Roma children.

Brilliant that's great. Has there been any involvement of any external agencies, people like the Equality and Diversity Team, the Police, Connexions, any other supportive agencies?

Yeah, X from Equality and Diversity is particularly helpful she does lots of stuff with us. We've had obviously x from x University and that's been very interesting because it's a bit of a two way street with x. We've given him a lot of information but I know he's been able to sort of give us a lot of information on the wider context as well which is quite an important one. We have close links with the Police, we have really good links with PCSO's who work with the Gypsy Roma group. We are very lucky in that our group is very cohesive and that they're not trans-entry. As a group you can pretty much guarantee that they will still meet the same people, which is a rarity, I know, and it's a real advantage for us.

What sort of involvement do the Police have?

No, it's pre-emptive as well so they come to meetings as a pre-emptive. As a positive thing so, for example, are attendance meetings and things like that, if there are any issues we would nip them in the bud – so we would have an attendance clinic and things like that so we always make sure that X (GRT TA) is there as the recognisable face.

That's great brilliant. In terms of your role and the other Senior Managers' role, can you tell me about the SMT role in supporting the general social inclusion of Traveller children?

I've only been in school eighteen months and my personal background was Curriculum for pastoral and I find it fascinating being able to get that side of the school community which I'm not used to actually. So I've learnt so much in the past 18 months and I think what's good about this school is it's very open to listening to what other people say, so like a magpie taking bits of what other people practice and working with that so. My role is very much to facilitate good practice, push forward and make sure equality and diversities is trumpeted in a positive way, not in a stick to beat people with. With a look, this is what people can offer us, we are always talking about culture and particularly people always say there is very little cultural diversity down here – actually this is one of our big cultural diversities and we grab it with both hands actually. So we have our Gypsy Roma week and, you know, we have our handbook and my fantastic my beautifully designed horse shoe there that was painted by the kids and handed to me as a present. And that's the thing, they are very, very giving and very open and very trusting when they do trust you. I think that's really important. It's about building those relationships and they are one of the strongest things with us is building the relationships, but also building relationships outside the community, which is really important for me, so that is what we have been doing a lot of more.

Brilliant that's great. Are you able to expand on the HT's role in terms of the general inclusion of Traveller pupils?

To be honest X (HT) is a real, I think, inspiration, because she really is hands on. She trusts people to do their jobs but also what is good is she likes to know. She really does like to know what's going on. I know that X (GRT TA), always keeps both me and X (HT) in the loop on whatever is going on and X (HT) knows all the kids and she knows them all by name, she talks to them when we do our books route and things like that. You know the kids come in and talk through how the work is going and I think she is very good at relationships and that's a real strength for her. And again I think the community as a whole trust her, which makes a huge difference. So she is a really important role actually.

That's great. Is there a role for other pupils in terms of supporting Traveller children?

There are huge amounts of support within the community and I think our next step is to try and broaden that out. They have a lot of friends that aren't Gypsy, Roma and Traveller, but if there is an issue, they tend to go as a group together and will instantly try and find their friendship within the group to deal with the issues. So that's not set up by school, that's just natural for them and those individuals. But then different years, different things happen and they are all individuals and, again, what we are really keen on is not saying that's what 'they' do, but actually 'that's what she does' or

'that's what he does'. Because kids are kids, they are all individuals, exactly.

That's great, so could you tell me about the school ethos and how that supports the social inclusion of traveller children?

I think, there was an issue with behaviour a number of years ago, and it was a real issue. And I think what X (HT) was able to do with her SMT was develop really clear expectations. And I mean really clear ones, so that the behaviour was outstanding from Ofsted and that is a rarity. And also the rating of teaching and learning was outstanding and then again those expectations mean that all children, and even most adults, like to know where they stand and if you step out of line, these are the consequences and actions. So while we do still get issues of bullying and while we do obviously still get racist issues, they are so many fewer then they used to be. I think because they get dealt with and because it's seen to be dealt with in an appropriate and reasonable way, I think people trust us to do what is right and what is seen to be right.

So how would things like that be dealt with then?

Well we have to follow the national standard protocol, so with any racist or homophobic incident that will automatically get documented and sent to county which is standard procedure now. So we do that, but also we find out and do the detective route as most schools would do, but I think it's again, we tackle it head on and we don't accept it. And so the rules for low level behaviour are seen by some parents as quite Draconian actually, but that means the bigger issues don't crop up as much, because the behaviour is dealt with at a lower level.

Are there any other policies or procedures in school that support the social inclusion of Traveller children, for example, is there a particular inclusion policy?

We do have our equality policy and our action plans that go with them that tie in with the three strands of the, you know, the DDA, equality and diversity act. So we have equality and diversity impact assessments, that we do, which are on a rolling program. So we look at things like uniform and actually 'is this an issue?', 'what can we do about it?', in terms of equality and diversity help. And we make these things easier, how can we make things more inclusive, because, for us, I think the equality and diversity act is a real plus. It's a real plus as it so common sense, you know and it actually ties in with what we think really anyway. So most of our policies I would say play into that idea of inclusivity. I mean one of our values is inclusion and we have started calling our SEN department, individual needs rather than SEN, because it's about being individuals. And we really do, if someone is a Gypsy Roma than it's very much 'what is it they need?' as well as 'what is it the community needs?', because it's that fine balance were you want to create cohesion with the group and a sense of identity and being proud of that identity. And what we also want to be able to do is show that they can be happy side by side, and that actually, you don't need one to dominate the other one and that's a real fine balance and we never get it right exactly,

but I guess that's another point we are constantly asking is it okay.

Just going back to what you said about uniform, what would happen in a situation, for example, when Traveller children wouldn't be able to access the uniform?

Again it's a very sensitive situation so I would not go barging in. But what I would do is get X (GRT TA) who is very experienced with these situations to just very delicately find out if it is socially issue or a financial issue. If its a financial issue in a school this size money really shouldn't be an problem for a jumper or a pair of shoes or something like that and I wouldn't as a father be comfortable going to bed at night thinking that in a multi million pound facility like this, we made a child go to bed upset, because he didn't have a jumper. That just doesn't feel right to me and we've got facilities to help and if we haven't, we find out who has.

Is there anything else in terms of enhancing accessibility to the school, for example, support with transport or after school activities?

Once again it's things like offering and getting and building up the confidence we have got to the wonderful stage where some of our children want to go on to become Teachers and things like that and that's fantastic. So again getting the grades doing your revision classes, what we're very aware of is not barging in and saying 'right, okay, this is how it's going to be done'. We don't say we want this person to come to this and this is what we are arranging and we are very aware of this. It's what's offered. 'Would you like your child to come to this? And if you do, this is what we can offer.' And again in terms of transport, it could be as simple as getting X (GRT TA) to drive them home, because they feel comfortable with X (GRT TA) doing that, rather than some stranger in a car. And again, we try and nip it in the butt.

Could you tell me about communication in school and how that supports the Traveller children, whether its communication between staff if there is an issue, or communication with Traveller parents?

We do lots of things. We try and communicate as best we can. We have had issues with internet so with some parents, we have been able to get internet access which has been really positive. Its also about making sure that our letters have credible reading ages we are aware that some of our letters that used to go out had reading ages of 20 and you needed to be an undergraduate in order to understand what we were actually saying. You know the plain English campaign is all about just making sentences and making it clear. We are striving to make those even clearer, the website now has reading aloud text reader on it, so you can hear the articles and things like that. I mean it's not ideal. It still sounds like a robot, but it's better then nothing, at least we are moving in that direction. Again rather then having lots of different people calling home we make sure that X (GRT TA) is the link, so if there is an issue with attendance or behaviour, it almost always goes through X (GRT TA), even if there are lots of different systems in place within the school, lots of different Heads of

Departments, we still make sure that it goes through X (GRT TA) as the face of the school and again, that deals with so many issues before it gets to anything. So, even the tone of voice, which is so important to every parent is particularly important for cultural diversity. So for our parents we have got to the point where we come in and help people fill in forms and things like that, and again that's easy for us to do. It's a little bit of time and a little bit of thought and that's what X (GRT TA) is particularly fantastic at.

What about things like parents evenings, do the Traveller parents tend to come in?

Yeah, yeah, again I know that's not stereotypical. Again we work with individuals and when you've had relations with another family for years, they're more inclined to come in and so, I mean, until I took on this role, I wouldn't be able to pick out the Gypsy people which is actually really positive.

Just going back to what you said about the internet and you said you help them get it, do you help them set up at home so the children can have access?

Some parents and children without internet access is an issue we've been able to get the actual computer equipment and the internet stuff at home which makes a big difference.

The final question is about links between the school and the Traveller community which we may have already covered in the last question. But is there anything else to add in terms of the links between school and a Traveller community, for example, I know X (HT) referred to trying to get one of the Traveller parents to be a Governor.

That is still a difficult one, because it takes a lot of commitment and Governors are much more open than they used to be. Although still are very traditional in the way they run, so they are very protocol-driven and there is a lot of language within them that I think can be quite distancing for a lot of people. Unless you're into politics in some way shape or form I think governorship is a very difficult one. I love that people want to do it, that coming from the professional side I see how much work Governors put in. I mean Head and Chairs of Governors put in extraordinary amounts of work and time. But actually even Teacher Governors and parent Governors they put in hours and hours, and that is a lot of extra commitment, so I do understand it, and not just from a Gypsy, Roma and Traveller point of view but also from the majority of the school actually. We all work hard for a living nowadays and it is a big commitment to make.

So is that something that was offered to Traveller parents regularly?

Yeah, and again rather then hassle, what we try and do is do it at appropriate times. And to people that we think might be open to that.

That's brilliant thank you.

So the next questions follow exactly the same format, they relate to academic progress.

Could you tell me about the staff role in promoting the academic progress of Traveller children, for example, in terms of their expectations of work, flexible time tabling,

We are moving towards and again Ofsted we are lucky, we worked hard enough to get outstanding for teaching and learning. We are the only school within the county to have outstanding teaching and learning from Ofsted. There is no other secondary school that has that today which is amazing and very welcome. I think what it means is what's good for an individual child is good for groups of children. And coming from my SENco background, what I've learned this year, as my previous role was as an advance skills Teacher, is that good teaching and learning to everybody, despite what race, religion or what special needs you have, or no special needs whatsoever, you're still an individual. As an individual the Teacher's role is to make sure you can access the Curriculum in any way shape or form it can be accessed for you. I think the school has moved hugely in that way in raising the bar. We have official targets which mean we have the top 25% targets, which means we push the children. We have assessments every six weeks and reassess whether they are above or below targets. Every class does that. We also now check by moderating whether people are realistic with the targets, because again it used to be that everyone was above target and another Teacher would say everybody was below target so we are moderating that a lot more now, which is, again, vital.

In terms of raising the aspirations that's now our key role in school. We used to have a statistically under national average cohort and now we have a national average cohort and changing the ethos is really important and making sure that increases. Also, we used to hear things like 'he is from this group of people' and 'she is from this family', but it's not something that I hear any more, which I might have heard even five years ago. I really don't hear that any more and that big ships to steer that schools have changed a lot over the years and changed the forefront of some of those things. So on SIMS the Teachers are up to date who is on the Gypsy Roma list and what does that entail. We have had staff guide books about how to deal delicately and sensitivity with cultural views. And all those are just to the mill and I feel we have done quite a lot in that respect, but again everybody in the school knows that X (GRT TA) is the person, she is the go to person, so I can't tell you how many times a day members of staff just ask her little things. Like 'Is it okay if I do this?', 'What do you think?'. And she is fantastic at that.

The expectation of work with Traveller children is the same as everybody else. Again if you have a Traveller child with a reading age of 17 our expectations would be different from a Traveller child with a reading age of six. But that would be the same for any child, so rather than looking at them as a group, we look at them as individuals as well as a group. Because their circumstances are different, we do have more issues this year, with a boy from year 11 with attendance. Which we didn't have last year when it was more girls, so the boys culturally have, and do feel they are men and that they are allowed to leave and go and get on in the world. And they really do not see that they want to stay on, and our job is to keep getting them through and keep chipping away at that, by building their confidence. A lot of it is about confidence, because it's getting hard, GCSEs are hard, and if you cannot do them, some wouldn't do them, bur we want to get them through.

Is there any support from any external agencies in terms of the academic progress of Traveller children?

Again, X from the Equality and Diversity Team are people that we really work with and are key to work with. But so is a lot of the information about government and equality and diversity information is really good, and you know it's about EAL and all the other different aspects with minority ethnics. And those different minority's all have different needs, but some can be grouped in terms of needs. So with communication, communication is important for everybody, but certain groups would need translations or certain groups would need them to be more reader friendly. But again reader-friendly text is going to be gold for anybody actually, so I would come back to the fact that is what's good for one person actually tends to be good for everybody.

So when the Equality and Diversity Team is involved would it tend to be to offer training or consultation?

Both. Yeah. So on a needs basis. And we have attendance officer for the Gypsy Roma families and that is different from our EWO for the majority of the school, it's a separate person. And again that's an important one because it is having that cultural sensitivity, being aware that actually they just want to see one person and know culturally and sensitively what's happening. So we deal a lot with her and that's fantastic.

What's her role then? Is it a monitoring role?

Both, she does come to meetings for attendance and if we have issues with attendance GRT pupils then we will notify her and very much in the loop with her. She would usually come with X (GRT TA), I mean sometimes separately but quite often they will come in together, because then X (GRT TA) does almost a parent support advisory role. So being able to understand from the parents point of view and sometimes articulating for the parents what actually all this means.

In terms of your role in a management position is there anything that we haven't already talked about in relation to the academic progress, for example, setting their goals?

Again we do book reviews X (HT) and I specifically get the groups in each half term or termly and we look at different groups and the academic achievement. And ones are over achieving we pat them on my back and say 'Well done' and the ones who are on target we say 'Well, what can we do to make it even better, than the ones who are underachieving' we say what can we do, its a case of what can we do to help.

Is there any involvement of pupils in relation to supporting the academic process of Traveller children, for example, buddy systems?

There is an inner systematic way that again what we find, that after school clubs if we can get one person to come than the person that you really need to come is more likely to come so we work it that way really. That is something we would like to work more on.

Are there any policies or procedures in relation to the academic progress of Traveller children?

Once again the assessment is rigorous throughout the school, so we look at a lot of

different vulnerable groups, and cut off accordingly. So we look at this attendance that's an issue as it is at the moment in year 11, what are we going to do about it and what we find that the attendance makes the biggest difference to attainment and we look at half term attainment. Who was achieving, who's on target and who was under target.

Is there anything that we haven't already talked about in terms of the school ethos that helps promote the academic progress of Traveller children whether that's having the culture reflected in the curriculum or particular celebrating success?

Again I think the celebrating of success is a really important one, and I don't think anybody turns around now where Roma Gypsy child won something and goes why did they win that. Or more importantly they won that because, which I guess you might hypothesize that you might of had that some years ago. And that is just not part of the ethos her now at all, they are seen as individuals as well as being Gypsy Roma and Gypsy Roma is fine. You know, it is fine, and you will get the odd incident but because it is dealt with in a sensitive but strict manner everybody knows what's fair and what's not fair.

That's great, and is there any system in place for supporting access to school and work, if children are travelling or off for bereavement for example?

Yea, what we would do is get X (GRT TA) to take some work home and make sure that it is sensitively done and not 'Okay, whilst you're off we expect this done for Monday'. But we are very aware culturally bereavement is a huge cultural coming together of individuals, which in are 21st century you just take the day off and that's about it now. But being aware of the impact of close bereavement is really important one, so we take steps for the individual.

Brilliant and is there anything in terms of communication that helps promote the academic progress of Traveller children, that we haven't already mentioned.

Again we do a lot of communication between staff. Staff look for vulnerable groups and part if their role as head of departments us to look for vulnerable groups, but if anybody is underachieving, then it's an issue of what are we doing about it and how do we communicate that to home. Between staff that would be via email and conversations, but also then X (GRT TA) phoning home and communicating it, usually face to face actually.

And finally, is there anything that we have not already mentioned with regards to links with community and school with regard to promoting the academic progress of Traveller pupils?

In terms of academic progress it's getting parents in on parents evening is not a particular issue anymore. Again, it's something that most other schools find amazing and it's not an issue here, because of the ground works that have been put in over years and years. I mean I have been here for 18 months and I am still amazed at the amount of work that goes on behind the scenes. That's the trick it's the little things that mean a great deal to people and they all add up.

What about primary school history, is that known?

That goes through the normal process and if there are exceptions they kind of prove the rule. We have people coming from all over the world and we try to find out as much as we can no matter where they have come from and if we can't well we assess anyway and sometimes it's almost better in some respects not to have some information. Sometimes it's a new and fresh start, and we have had previous times when we have had fire warning to the extent we put extra things in place, but it wasn't ever remotely needed, because people change and we look at individuals.

That's brilliant, thank you very much. Is there anything else to add?

No.

Thank you.

Key:

Leadership from the SMT

Understanding and responding to cultural identity

Support from school staff

Flexible and effective teaching

Demonstrating equality as well as positive discrimination

Offering varied and extended access to school

Support from outside the school

Building relationships with the GRT community

Peer support for pupils

Effective communication systems

Deductive analysis (part two): Nvivo theme relating to social inclusion

Nodes\\Teaching and learning\Teaching and learning (social)\Culture in school (social)

<Internals\\Professionals\\Connexions advisor> - § 1 reference coded [1.67% coverage]

Reference 1 - 1.67% Coverage

Supporting events for GRT students such as craft club or the annual GRT exhibition.

<Internals\\Professionals\\EWO> - § 2 references coded [2.59% coverage]

Reference 1 - 1.92% coverage

Help and support the X (school) with their celebration week for Gypsy, Roma and Traveller community.

Reference 2 - 0.67% coverage

Focus on culture during the week

<Internals\\Professionals\\GRT Support Worker> - § 1 reference coded [0.56% coverage]

Reference 1 - 0.56% coverage

We support GRT history

<Internals\\Professionals\\PCSO> - § 1 reference coded [1.13% coverage]

Reference 1 - 1.13% coverage

Supporting Gypsy, Roma and Traveller history month in June.

<Internals\\Pupils\\Group 2.> - § 1 reference coded [4.25% coverage]

Reference 1 - 4.25% coverage

We do Gypsy exhibitions that are always good. At the exhibitions there are pictures and things all over the walls, it's really good fun.

<Internals\\Teachers\\CT 1> - § 1 reference coded [0.69% coverage]

Reference 1 - 0.69% coverage

Every year they do like a Traveller day, where they have displays up and that's brilliant. And they can actually celebrate there culture, and I think that's brilliant.

<Internals\\Teachers\\CT 2> - § 6 references coded [7.61% coverage]

Reference 1 - 2.14% coverage

She does certain things where, I know in the Summer term she does an exhibition up in one of the rooms/offices up the way, where its all about Gypsy Roma and the history behind them and famous people that have been them, their ceremonies and traditions. The children help with that and also do a little assembly and sing some traditional songs, so she takes them out to do that so there also following there traditions and stuff.

Reference 2 - 0.82% coverage

I made it a thing for me to kind of go up there, because I wanted to see all the hard work they had done and that she had done and learn a bit more about it myself.

Reference 3 - 2.83% coverage

I think that from what I can tell from X (GRT TA) its something that people are becoming more aware of that she does it. She has done it for the last couple of years and she was saying to me that not many people go to it, and last year I think there was a handful of staff that kind of went to it and a few TA's but it should be something that I think. You know the fact that we are teaching these children in our classes it would be nice to know a little bit more about there background and there traditions and cultures, so that you kind of see were they are coming from

Reference 4 - 0.95% coverage

As I said she does this exhibition in the summer where they get involved and they make things, do things and they make food and do all sorts of bits and bobs, and that's kind of just for them

Reference 5 - 0.74% coverage

I mean that's nice it means they get to kind of continue with the culture and tradition things and let everyone know about it, like I said before.

Reference 6 - 0.12% coverage

Exhibition in the summer

<Internals\\Teachers\\CT 3> - § 4 references coded [1.62% coverage]

Reference 1 - 0.79% coverage

We also have the Traveller exhibition every year and very often there are events set aside for them, so for example they will go to different exhibitions, but X (GRT TA) does deal with that, not me as a particular member of staff.

Reference 2 - 0.22% coverage

It's reflected reasonably strongly with the exhibition that we do.

Reference 3 - 0.45% coverage

The exhibition is a big element of that and all the children can go to the exhibition and understand the principles, quite a few do.

Reference 4 - 0.16% coverage

Definitely, there is that wonderful exhibition.

<Internals\\Teachers\\CT 4> - § 1 reference coded [0.76% coverage]

Reference 1 - 0.76% coverage

If she is doing a Gypsy, Roma and Traveller exhibition, that's something that is upstairs in one of the rooms, and its plastered with photographs about the history of gypsies and she will say can I borrow a couple of kids, and that's fine. Again, I think the level of co-operation on that is high

<Internals\\Teachers\\CT 5> - § 2 references coded [1.56% coverage]

Reference 1 - 1.00% coverage

Yeah, they quite often have different workshops and they quite often have days with displays where they display lots of things in the conference room and have all the Gypsies together.

Reference 2 - 0.55% coverage

And quite often they have the displays and things put up, so it's celebrated rather than anything else.

<Internals\\Teachers\\CT 6> - § 2 references coded [0.78% coverage]

Reference 1 - 0.33% coverage

I mean, when they had there exhibition a couple of years ago, it was really good.

Reference 2 - 0.46% coverage

Do other children go to the exhibition?

They can do. And also the exhibition looked at the typical Roma caravans.

<Internals\\Teachers\\GRT TA> - § 2 references coded [3.68% coverage]

Reference 1 - 1.06% coverage

The GRT exhibition is held in school every June, Teachers and pupils help to celebrate other cultures and traditions. The emphasis on celebration of culture means that children value differences and have the self-confidence to aim high in their lives.

Reference 2 - 2.61% Coverage

The GRT Exhibition has made an impact on some Teachers as it raises awareness of the plight of the GRT families being harassed and the prejudice they face.

A week long Gypsy, Roma and Traveller Exhibition is held in school every June. The pupils celebrate their culture and their rich history and traditions. The GRT exhibition started three years ago and the school has done exhibitions since it started. It took months of planning collecting resources and finding the appropriate items but definitely worth it.

In our first exhibition parents came into school and enjoyed looking at the resources, numerous books, DVDs and modals.

<Internals\\Teachers\\HT> - § 1 reference coded [2.00% coverage]

Reference 1 - 2.00% Coverage

Specifically we have celebrations around the Gypsy, Roma and Traveller history weeks/ months, but weeks in particular, celebrating their culture. And we also have highlighted when there are particular times of the year, in January for history, when we look at holocaust, and we've at times focused on Gypsy Roma issues around holocaust.

<Internals\\Teachers\\SENCo> - § 1 reference coded [0.12% coverage]

Reference 1 - 0.12% coverage

So we have our Gypsy Roma week

Deductive analysis (part two): Nvivo theme relating to academic progress

Nodes\\Multi-agency (academic)\professional support for staff (academic)

<Internals\\Professionals\\Connexions Advisor> - § 3 references coded [6.11% coverage]

Reference 1 - 1.89% coverage

Attending education planning meetings, multi-agency forum and training for the GRT community.

Reference 2 - 3.04% coverage

Attending transition reviews for statemented GRT students that measure progress against the Every Child Matters outcomes, as well as academic progress.

Reference 3 - 1.19% coverage

Advocating to staff regarding student/ parental concerns.

<Internals\\Professionals\\EWO> - § 1 reference coded [1.56% coverage]

Reference 1 - 1.56% coverage

Equality and Diversity Training and consultation

Signposting and advice

<Internals\\Professionals\\GRT Liaison Officer> - § 1 reference coded [1.67%

coverage]

Reference 1 - 1.67% coverage

(Training) Has been given to school and Teachers to ensure GRT children are given a good start in their academic life.

<Internals\\Professionals\\GRT Support Worker> - § 2 references coded [2.38% coverage]

Reference 1 - 1.60% coverage

We provide information and support to X (GRT TA) when requested.

Reference 2 - 0.79% coverage

Available to advise if required.

<Internals\\Professionals\\TES> - § 4 references coded [7.13% coverage]

Reference 1 - 1.42% coverage

Have advised on attendance tracking and monitoring.

Reference 2 - 1.28% coverage

Guidance shared with school by Head of Service

Reference 3 - 0.83% coverage

Resources provided as requested.

Reference 4 - 3.61% coverage

Single equality scheme training provided by Head of Service. EAL Training planned for Summer 2011. TA staff have attended EAL Training.

<Internals\\Teachers\\CT 1> - § 1 reference coded [0.43% coverage]

Reference 1 - 0.43% coverage

It gave us a way to tackle issues, which will have had a knock on effect on the academic side of things.

<Internals\\Teachers\\CT 3> - § 3 references coded [1.50% coverage]

Reference 1 - 0.20% coverage

EWO is usually called in when there is an attendance issue.

Reference 2 - 1.02% coverage

We did have a talk here must have been three years ago when I went to an after school talk about it and some of the principles of sitting a Traveller girl next to a non-traveller boy is a no-no, unless you understand that principle and aware of it, you know? So yeah I did go to that talk three years ago.

Reference 3 - 0.28% coverage

Where you might get the Educational Welfare Officer in after X (GRT TA) has had a go.

<Internals\\Teachers\\HT> - § 3 references coded [3.34% coverage]

Reference 1 - 1.64% coverage

Well the Education Welfare Service are specifically to do with attendance, so other than their attendance. We have had the Equality and Diversity service from the XX council have been involved with staff training in relation to Gypsy, Roma and Traveller children.

Reference 2 - 0.52% coverage

No, no, it's more of a 'as needs' arise.

Reference 3 - 1.18% coverage

They (EWO) would become involved when attendance dips below 80%, so the same as other pupils.

<Internals\\Teachers\\SENCo> - § 3 references coded [4.36% coverage]

Reference 1 - 0.42% coverage

X from the Equality and Diversity team are people that we really work with, and are key to work with.

Reference 2 - 1.96% coverage

So when X is involved would it tend to be to offer training or consultation?

Both. Yeah. So on a needs basis. And we have an Attendance Officer for the Gypsy Roma families and that is different from our EWO for the majority of the school, it's a separate person. And again that's an important one because it is having that cultural

sensitivity, being aware that actually they just want to see one person and know culturally and sensitively what's happening. So we deal a lot with her and that's fantastic.

Reference 3 - 1.98% coverage

What is her role then?

Both, she does come to meetings for attendance and if we have issues with attendance GRT pupils then we will notify her and are very much in the loop with her. She would usually come with XX (GRT TA), I mean sometimes separately but quite often they will come in together, because then XX (GRT TA) does almost a parent support advisory role. So being able to understand from the parents point of view and sometimes articulating for the parents what actually all this means.

Appendix Ten

Data summary

Social inclusion

The table below shows the number of participants from each participant group who referred to each theme (and where relevant, which participants made the references).

Table One: Number of participant responses in relation to the social inclusion of GRT pupils

Participant group/theme	School staff (max nine)	Professionals (max seven)	Pupils (max two)	Parents (max six)
Ethos	9	2 (P, L)	1	5
Communication	7 (5 x CT, TA, SEN)	0	1	3
Links to GRT community	9	3 (P, L, E)	2	5
School access	9	5 (E, T, P, L, V)	2	2
Support networks				
Peer support	8 (CT x 6, HT, SEN)	1 (V)	2	2
Parental involvement	3 (CT x 1, TA, SEN)	0	0	2
Focused staff support				
Teacher's role	5 (CT x 4, HT)	1 (T)	2	3
GRT TA's role	9	(3) (T, L, E)	2	4
Teaching and learning	6 (CT x 4, HT, SEN)	0	0	0
Culture in school	9	4 (V, P, E, C)	1	0

Multi-agency working				
Support for staff	5 (CT x 3, HT, SEN)	6 (C, T, E, P, L, V)	0	0
Support for families	3 (CT x 1, TA, SEN)	4 (C, T, P, L)	0	2
Support for pupils	3 (CT x 2, TA)	4 (C, T, V, E)	0	0
Support for SMT	1 (SEN)	3 (E, T, V)	0	0
Joint working	1 (HT)	5 (C, T, P, L, V)	0	0
Leadership				
Policy and procedure	6 (CT x 3, TA, HT, SEN)	0	0	0
SMT	9	0	1	0

Key

School staff	Professionals
CT = Class Teacher TA = GRT Teaching Assistant SEN = SENCo/Assistant Head Teacher HT = Head Teacher	C= Connexions T = Traveller Education Support Service V = GRT Support Worker (voluntary organisation) E = Education Welfare Officer P = Police Community Support Officer L = GRT Liaison Officer

Academic progress

The table below shows the number of participants from each participant group who referred to each theme (and where relevant, which participants made the references).

Table One: Number of participant responses in relation to the academic progress of GRT pupils

Participant group/theme	School staff (max nine)	Professionals (max seven)	Pupils (max two)	Parents (max six)
Ethos	9	1 (E)	1	3
Communication	8 (6x CT, TA, SEN)	0	1	2
Links to GRT community	7 (4 x CT, TA, SEN, HT)	0	1	5
School access	9	5 (C, T, L, E,V)	2	2
Support networks				
Peer support	7 (CT x 6, HT)	0	2	3
Parental involvement	4 (CT x 3, TA)	1 (L)	2	3
Focused staff support				
Teacher's role	6 (CT x 5, HT)	1 (T)	1	4
GRT TA's role	8 (CT x 5, TA, HT, SEN)	0	2	5
Teaching and learning	9	1 (L)	1	3
Culture in school	6 (CT x 4, SEN, TA)	0	1	0

Multi-agency working				
Support for staff	4 (CT x 2, HT, SEN)	5 (E, C, T, L,V)	0	0
Support for families	2 (TA, SEN)	1 (C)	0	1
Support for pupils	3 (CTx2, TA)	4 (C, E, L,V)	0	0
Support for SMT	2 (CT x 1, SEN)	3 (E,T, V)	0	0
Joint working	1 (H)	4 (C, E, L, V)	0	0
Leadership				
Policy and procedure	8 (CT x 5, TA, HT, SEN)	0	0	1
SMT	7 (CT x 4, TA, HT, SEN)	0	1	0

Key

School staff	Professionals
CT = Class Teacher TA = GRT Teaching Assistant SEN = SENCo/Assistant Head Teacher HT = Head Teacher	C= Connexions T = Traveller Education Support Service V = GRT Support Worker (voluntary organisation) E = Education Welfare Officer P = Police Community Support Officer L = GRT Liaison Officer

Appendix Eleven

Summary of results

Table One: Overview of the number of participants who referred to each theme and how many references were made to each theme, in relation to both research questions

Theme (and subthemes)	Social inclusion		Academic progress	
	Number of participants	**Number of references**	**Number of participants**	**Number of references**
Ethos	17	**102**	14	**53**
Communication	11	**51**	11	**32**
Links to GRT community	19	**76**	13	**40**
School access	20	**55**	18	**80**
Support networks				
Peer support	13	**46**	12	**25**
Parental involvement	5	**5**	10	**13**
Total	18	**51**	22	**38**
Focused staff support				
Teacher's role	11	**30**	12	**44**
GRT TA's role	18	**91**	15	**63**
Total	29	**121**	27	**107**
Teaching and learning	6	**24**	14	**90**
Culture in school	14	**26**	7	**13**
Total	20	**50**	21	**103**
Multi-agency working				
Support for staff	11	**23**	9	**21**
Support for families	9	**14**	4	**4**

Support for pupils	7	**13**	7	**13**
Support for SMT	4	**6**	5	**5**
Joint working	6	**11**	5	**8**
Total	37	**67**	30	**51**
Leadership				
Policy and procedure	6	**22**	9	**51**
SMT	10	**30**	8	**40**
Total	16	**52**	17	**91**